

**MONROE COUNTY  
HUMAN SERVICES ADVISORY BOARD  
Application for Funding  
Fiscal Year 2012  
October 1, 2011 – September 30, 2012**

Agency Name	MCEF/Keys Center Academy
Physical Address	5901 College Road, Key West, FL 33040
Mailing Address	241 Trumbo Point
City, State, Zip	Key West, FL 33040
Phone	305.293.1400 x 51373
Fax	305.293.1485
Email	<a href="mailto:Carol.eisenman@keysschools.com">Carol.eisenman@keysschools.com</a>
Who should we contact with questions about this application?	Diana Reagan: 797-7341 / <a href="mailto:diana.reagan@Keysschools.com">diana.reagan@Keysschools.com</a> or CarolEisenman:293-1400.53388 <a href="mailto:carol.eisenman@keysschools.com">carol.eisenman@keysschools.com</a>

Amount received for prior fiscal year ending 09/30/10	\$59,000
Amount received for current fiscal year ending 09/30/11	\$57,000
Amount requested for upcoming fiscal year ending 09/30/12	\$60,000

## CERTIFICATION

To the best of our knowledge and belief, the information contained in this application and attachments is true and correct. Monroe County is hereby authorized to verify all information contained herein, and we understand that any inaccuracies, omissions, or any other information found to be false may result in rejection of this application. This certifies that this request for funding is consistent with our organization's Articles of Incorporation and Bylaws and has been approved by a majority of the Board of Directors.

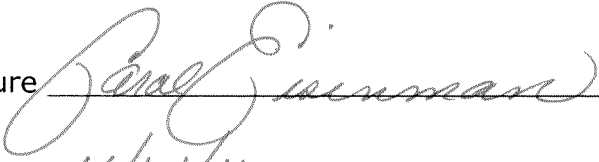
We affirm that the Agency will use Monroe County funds for the purposes as submitted in this Application for Funding. Any change will require written approval from the Monroe County Board of County Commissioners.

We understand that the agency must substantially meet the eligibility criteria to be considered for Monroe County funding and that any applicable attachments not included disqualify the agency's application.

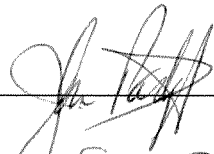
We understand that all funding received through this opportunity must be spent for the benefit of Monroe County.

We further understand that meeting the Eligibility Criteria in no way ensures that the agency will be recommended for funding by the Human Services Advisory Board. These recommendations are determined by service needs of the community, availability of funds, etc. HSAB funding recommendations must be approved by the Monroe County Board of County Commissioners.

Typed Name of Executive Director: Carol Eisenman

Signature   
Date: 4/14/11

Typed Name of Board President/Chairman: John Padget / Monroe County Education Foundation

Signature   
Date: 4-18-2011

Detailed instructions for each question appear in the separate instruction document.

1. Insert your agency's board-approved mission statement below.

The Keys Center Academy's mission is to provide young people with the opportunity for a brighter future through individualized academic programming and comprehensive counseling services.

2. List the services your agency provides.

Services provided by KCA provides for high risk youth (boys and girls) and their families throughout Monroe County include:

- A. Comprehensive counseling services: crisis intervention, individual, small group, and family
- B. Individualized academic programming: computer based learning, credit recovery and dual enrollment classes
- C. Case management for students and their families
- D. Prevention programming (substance abuse, STD and pregnancy prevention, smoking cessation)
- E. Opportunities for community service and volunteer service
- F. Career and college readiness
- G. On the job training
- H. Wellness programming to promote healthy lifestyle choices
- I. Counseling support services: funding for food, clothing, rent, transportation
- J. Facilitation of family involvement and outreach
- K. Access to 24-hour crisis support
- L. Referral to partnering community resource agencies
- M. Follow-up transitional services

3. What services will be funded by this request?

Funds allocated by the HSAB will be used to pay a portion of the salaries of the Master's Level Counselors serving all areas of the county. The counselor's role is to provide direct counseling services to students and their families through prevention and intervention services that focus on individual, group, family, substance abuse, career and pregnancy prevention counseling.

In addition, \$5,000 of the requested funds may be allocated to pay apportion of the Development Coordinator's salary who is responsible for funding acquisition to ensure the sustainability of the counseling component of the program.

4. Funding category: If you have been previously funded by HSAB, do you request to have the HSAB consider changing your funding category? Please circle yes or no: Yes      No

If yes, please circle the new category for which you would like to be considered:  
Medical      Core Services      Quality of Life

NA

If you have not been previously funded, please circle the funding category that you believe best matches your services:      Medical      Core Services      Quality of Life

5. Will County HSAB funds be used as match for a grant? Yes, we have applied for a matching grant through The Klaus/Murphy Foundation and should be notified of the award by May 2011.

6. If you answered "yes" to number four, please specify the:

a. grant award title, granting agency, and purpose:

Title: Counseling Support Services for At-Risk Youth

Granting Agency: The Fred M. Klaus and Harold L. Murphy Foundation

Purpose: To ensure that at-risk youth and their families receive direct counseling services to effect long-term change, now and in the future.

- b. grant amount: \$57,000
  - c. match percentage requirement and amount:  
100% match -\$57,000
7. If your organization was funded with HSAB funds last year, please briefly and specifically explain:
- a. how the funds were spent  
HSAB funds allocated to KCA for fiscal year 2010/2011 were used to pay a portion of the salaries for the counselors who provided comprehensive counseling services to at-risk youth and their families throughout Monroe County.
  - b. how they were used to leverage additional funding.  
HSAB funds allocated to KCA for fiscal year 2010/2011 have been used to leverage funds from private foundations including the Keys Children's Foundation, the Ocean Reef Foundation, and enabled us to apply for a match grant through for The Klaus/Murphy Foundation in Winston-Salem, North Carolina.
8. Do you plan to allocate any part of this HSAB grant, if awarded, as a sub-grant to another organization? No
9. Does your organization allocate sub-grants to other organizations using other sources (non County) of funding? No
10. Will you or have you applied for other sources of County funding?  
Yes, we have applied for other sources of funding in Monroe County through the Sheriff's Shared Forfeiture grant and were awarded \$6,213. We will also be applying for funding through the City of Marathon and the City of Key West.
11. What needs or problems in this community does your agency address?  
The needs and problems addressed by our program are to provide protection of the public by reducing juvenile crime and delinquency and to address the financial cost of youth problems and their high risk behaviors to the local community.
12. What statistical data support the needs listed in number nine?  
Recent research by the Florida Department of Juvenile Justice and supports the needs to reduce juvenile crime and the financial costs associated of youth problems on the local community.  
In a 5-year study conducted by the Florida Department of Juvenile Justice, statistics for Monroe County indicate that there were a total of 516 delinquency referrals in 2009. Of the 516 referrals, 432 were not school related. 68% of the school related referrals were first time offenders. (p.4) Two factors were found to be consistent among those students receiving school-related referrals: a history of school suspension and attendance issues.(p.14)

In addition, the Department of Juvenile Justice reports that 297 Monroe County juveniles were charged with delinquency offenses in 2007-2008, an increase of 4% over the previous year.

The economic impact of juvenile crime in Monroe County can best be supported by the report "Crime Doesn't Pay, but Diplomas Do!" (p. 1) which indicates that nation-wide, high school dropouts account for:

- 75% of the state prison inmates
- 59% of the federal inmates
- 69% of jail inmates
- 47% of drug offenders

The report indicates that dropouts cost the nation \$325 billion in lost wages, taxes and productivity in 2004 and that the cost of incarceration on average costs the nation \$50 billion dollars. (Bureau of Justice and Statistics, 2005).

It is estimated that our nation spends approximately \$10,000 a year to educate a student (National Center for Education Statistics, 2004) and \$25,000 a year to house an inmate. This equates to a cost savings of approximately \$15,000 a year for each student that remains in school and does not dropout and become incarcerated..

Last year the Keys Center Academy served 160 students, and no dropouts were reported. This equates to a cost savings to tax payers of approximately \$2.4 million dollars concluding the very real financial impact on the local community.

The choice is simple. We can utilize taxpayer dollars to keep students in school by funding prevention programs like the Keys Center Academy or we can spend significantly more to pay for the problems resulting from high school dropout.

13. What are the causes (not the symptoms) of these problems?

High risk behavior in juveniles is related directly to a lack of parental supervision. The U.S. Department of Justice, *Causes and Correlates of Girls' Delinquency* concludes that "lack of family supervision and monitoring has a causal link to delinquency for both boys and girls." (<http://www.ncjrs.gov/pdffiles1/ojjdp/226358.pdf>)

Current indicators illustrate that there is a growing disproportionate number of high risk, high poverty youth in Monroe County due to the high cost of living, the highest in Florida. Recent Monroe County School District reports indicate that approximately 40% of the middle and high school students are behind academically (the leading indicator of being at-risk, 2006 Independent Living Advisory Council).

14. Describe your target population as specifically as possible.

Keys Center Academy students are middle and high school students who frequently:

- Present with serious issues daily
- Take drugs to escape reality
- View life as hopeless and consider suicide
- Hurt or harm themselves to feel better
- View life as totally hopeless and decide to take his/her own life
- Have a baby, just to have someone to love
- Have been disenfranchised at school and home
- Live in such severe poverty that they don't have food to eat or a mattress to sleep on
- Have never had an adult that they could depend on or look up to for guidance and support

- Endure daily physical, emotional and sexual abuse
- Are habitually truant and have a history of academic failure
- Are homeless or living on their own

KCA students range in age from 14-18. They are resilient and they are survivors. They voluntarily attend KCA because they have decided they want to turn their lives around, graduate high school and have a future filled with opportunity.

15. How are clients referred to your agency?

Students attend KCA on a voluntary basis and *self-referrals are common among our students.*

Local community agencies often refer students who need assistance to our program. Referrals are generated through the Monroe County School District, CINS/FINS Counselors, the Children's Shelter, the Sheriff's Department, the Department of Juvenile Justice, the Department of Children and Families, local churches, neighbors and current or former KCA students.

16. What steps are taken to be sure that prospective clients are eligible and that the neediest clients are given priority?

KCA utilizes a comprehensive initial screening process to determine students' eligibility for program participation. Our research-based screening tools help us determine students' current risk factors related to health, substance abuse, level of family support systems, current school success and the impact of peer influence.

The screening process consists of a comprehensive interview for both students and their parents; a review of the student's academic and behavior history, and requests student input as to their rationale for attending the program. This process is utilized to assess the current needs of the students based on research-based risk and resiliency factors. The information collected is prioritized by an objective rubric and then presented to a panel of KCA staff members for final determination for prioritized need.

17. Describe any networking arrangements that are in place with other agencies.

KCA networks with many community agencies to ensure that all students needs are met. Networking arrangements have been established with:

- Monroe County School District: Educational funding and administrative support for the academic portion of the program; facility space for the Middle and Upper Keys Outreach Centers, bus transportation, food services, instructional resources, teen parenting programs, and vocational opportunities for the girls; training and mentoring for staff, and technical support through the IT Department
- Womankind: Annual physicals and other medical needs
- AHEC and the Monroe County Health Department: Guest speakers for girls on health related topics; address healthcare issues and provide smoking cessation programs
- Drug Court
- The Domestic Abuse Shelter: A place of refuge for students and guest speakers on prevention topics
- Samuel's House: Shelter for students and their families
- The Florida Keys Children's Shelter: Housing for our students and to assist us in identifying students in need of services
- The Care Center: Additional counseling services for students and their families; parenting classes
- Zonta, Key West Woman's Club, BPW and local churches: Financial support, clothing and school supplies
- Florida Keys Community College provides in-kind facility space for the Lower Keys program, dual-enrollment and exercise classes, access to college resources and special activities and assistance in areas of funding, entrance testing, and scholarships for seniors.

- Take Stock in Children: Mentoring and scholarships programs
- Wesley House Family Services: Support for students and their families
- KAIR: Clothing, food and basic needs
- Local business and community organizations: Funding and in-kind donations of supplies

18. List all sites and hours of operation.

KCA has a program established in each area of the Keys.

- *Upper Keys: KCA-Coral Shores High School- 7:50-2:25*
- *Middle Keys: KCA-Marathon High School -7:40-2:35*
- *Lower Keys: KCA @ FKCC-8:30-3:30*

\*A 24- hour crisis hotline is monitored by the counseling staff to support students and their families

19. What financial challenges do you expect in the next two years, and how do you plan to respond to them?

The financial challenges we face are directly related to the national economy. As funding at the federal and state level is reduced it will have a direct impact on our program. To ensure sustainability of our program, our goal is to have a full-time Development Coordinator to focus on:

- Grant writing targeting private foundations as long-term funding sources
- Collaboration with local social services agencies and governmental entities to partner in grant acquisition
- Expansion of local grant funding sources
- Establishing and expanding the use of fundraising boards for each area of the county to provide financial support through fundraising activities
- Continuously seek new avenues of funding ( i.e. the internet, living trusts, state and federal grants, and corporate giving)

20. What organizational challenges do you expect in the next two years, and how do you plan to respond to them?

The organization challenges we face in the next two years are focused on program expansion throughout the county to continue to provide equity of services for all youth. We plan on responding to these challenges through the development of a strategic planning committee involving representatives from all areas of the county to develop strategies and target expansion opportunities with the school district and non-profit entities.

21. How are clients represented in the operation of your agency?

KCA students and parents are actively involved in the operation of KCA. They participate in monthly School Advisory Council meetings to provide input into programming concepts and keep informed of progress of the program. They assist with fundraising activities and provide feedback to the staff through climate surveys and during parent/student conferences. They help plan awards luncheons and special events, and often volunteer in the classrooms. They provide input through the student council, weekly center-wide meetings, and assist with community presentations with the Elks Lodge, Florida Keys Community College Board meetings, BPW, Rotary and Zonta.

22. Is your agency monitored by an outside entity? If so, by whom and how often?

The Monroe County School District continuously monitors the Keys Center Academy based on student performance. KCA also performs internal monitoring on a monthly basis to determine the effectiveness of the counseling program.

23. 300 hours of program service were contributed by 60+ volunteers in the last year.

24. Will any services funded by the County be performed under subcontract by another agency?  
No

25. What measurable outcomes do you plan to accomplish in the next funding year?  
KCA outcomes for the 2011/2012 school year include:

- A 25% increase in the number of students served throughout the county
- 90% of all students will significantly reduce their risk factors
- 90% of all students will significantly improve their school attendance rates
- 90% of all students will significantly improve their academic standing
- 95% of all seniors will graduate high school
- 90% of all students will remain in school

26. How will you measure these outcomes?

The outcomes will be determined by a quarterly review of students academic status based on credits earned and progress towards graduation; a review individual student's counseling files; and self-reporting instruments.

26. Provide information about units of service below N/A

Service	Unit (hour, session, day, etc.)	Cost per unit (current year)

27. In 300 words or less, address any topics not covered above (optional).

### **Required Attachments**

*Required attachments were distributed to you as a separate document. Be sure to include these with your application. Please note: the required attachments A through F are only available in Microsoft Excel format. We require that you use this format, since it will automatically expand rows, generate totals and percentages, and align figures for easier reading.*



## ATTACHMENT CHECKLIST

<b>LABEL AND ATTACH THE FOLLOWING IN THE ORDER SHOWN, AFTER THIS PAGE</b> <b>IF NOT APPLICABLE, PLEASE SO INDICATE AND EXPLAIN</b>	<b>ATTACHED?</b>		<b>COMMENTS</b>
	<b>YES</b>	<b>NO</b>	<b>You must explain any "NO" answers</b>
A. Board Information Form	X		
B. Agency Compensation Detail	X		
C. Profile of Clients and Services	X		
D – F. Financial Information	X		
G. Copy of Audited Financial Statement from most recent fiscal year if organization's expenses are \$150,000 or greater.	X		
H. Copy of IRS Form 990 from most recent fiscal year	X		
I. Copy of current fee schedule		X	Does not apply
J. Copy of IRS Letter of Determination indicating 501 C 3 status	X		
K. Copy of Current Monroe County and City Occupational Licenses		X	Does not apply
L. Copy of Florida Dept. of Children And Families License or Certification		X	Does not apply
M. Copy of any other Federal or State Licenses		X	Does not apply
N. Copy of Florida Dept. of Health Licenses/Permits		X	Does not apply
O. Copy of front page of Agency's EEO Policy/Plan	X		
P. Copy of Summary Report of most current Evaluation/Monitoring *	X		
Q. Data showing need for your program (optional, see question 7)	X		
R. Other (Student Letter and Community Letter) TWO PAGE LIMIT	X		

\* must include summary of deficiencies and suggested corrective action; may include your responses and actions taken.

# ATTACHMENT A 1 - BOARD INFORMATION

FY12

You must have at least five directors.

## MCEF/Keys Center Academy

(enter your agency name in D-3 above and it will automatically appear in subsequent sheets)

Name/Board Position	Address	Telephone No.	E-mail	Position	Current Term Expiration Date
Allen, Dale*	1513 Pine Street West, FL 33040	Home 305-517-6414 Cell 310-779-7417	<a href="mailto:dsallen@me.com">dsallen@me.com</a>	Secretary	2/12
Burke, Joseph*	241 Trumbo Rd West, FL 33040	Work 305-293-1400 x53323 Fax 305-293-1450	<a href="mailto:joseph.burke@keyschools.com">joseph.burke@keyschools.com</a>	Superintendent	Statutory
Chambers, Mary	66 Seaside Court, North West, FL 33040	Cell 305-394-3606	<a href="mailto:marychambersKW@aol.com">marychambersKW@aol.com</a>	Director Nominating Committee	2/13
Condas, Teresa	848 Copa D Oro Florida 33050	Work 305-676-3002 Cell 305-942-1426 Home 305- 289-3331 Fax 305-676- 3037	<a href="mailto:tcondas@my100bank.com">tcondas@my100bank.com</a>	Director Audit Committee	2/12
Hall, Jim	May Sands School United Street, Suite 102 Key West, FL 33040	Work 305-293-1546 Cell 305-393-2028 Fax 305-293-1544	<a href="mailto:jim.hall@keyschools.com">jim.hall@keyschools.com</a>	Take Stock Coordinator	Statutory
Higgs, Sandy	80 Key Haven Road West, FL 33040	Home 305-296-6227 Cell 305-797-6992	<a href="mailto:higgswest@aol.com">higgswest@aol.com</a>	Director Audit Committee	2/13
Kinneer, Michael	241 Trumbo Rd West, FL 33040	Work 305-293-1400 x53345	<a href="mailto:michael.kinneer@keyschools.com">michael.kinneer@keyschools.com</a>	CFO	Statutory
Miller, Jennifer	71 Jean LaFitte Drive Largo, FL 33037	Cell 305-240-0592 Fax 305-676-3139	<a href="mailto:jmiller@my100bank.com">jmiller@my100bank.com</a>	Director	2/12
Morato, Marlene*	369 70th Street Marathon, FL 33050	Work 305-743-4599 Cell 305-481-7026 Fax 305- 743-7044	<a href="mailto:marlene@flkeysepa.com">marlene@flkeysepa.com</a>	Treasurer Chair Finance Committee Middle Keys Committee Audit Committee	2/13



Monroe County Education Foundation  
February 24, 2011 Minutes

**Opening.** Meeting called to order at 4:10 p.m. In attendance in person: Dale Allen, Marlene Cruz-Morato, Jim Hall, Michael Kinneer, Edwardo Pitts, Larry Plummer and Rob Silverman. By phone: Mary Chambers, Jennifer Miller, Stephanie Scuderi, and Tom Wilson.

**Adoption of Agenda:** Agenda was adopted without objection.

**Approval of the Minutes:** of the December 16, 2010 meeting: The minutes were adopted without objection.

**Election of Officers (4):** John Padget – President, Rob Silverman – Vice President, Marlene Cruz-Morato – Treasurer, and Dale Allen – Secretary.

**Approval of New Signatories (5):** (Allen) The resolution was mailed in advance of the meeting. It was amended to add Sandy Higgs to the list of signatories and to give Dale Allen the authority to affect the completion of the required forms.

**Committee Reports:**

**Treasurer's Report & Monthly Accounts (6.1):** (Morato)

- Treasurer's Report was mailed independently of the agenda.
- Marlene asked that any questions be directed to her.

**Fundraising (6.2):** (Plummer)

- Larry distributed the latest report, dated February 23, showing \$253<sup>+</sup>k. We have about another \$145K pledges. (This compares to \$300k for FY2010.) Larry believes that we may receive \$25k to \$35k from prior year donors.
- Rob explained the partially used scholarships and pristine scholarships that are available.
- A suggestion was made to survey those who contributed in the past, but have not recently. That was refined to cover those with higher past contribution. Dale will work with Larry to produce a new past donor list (with contribution amount sort).
- Dr. Burke has a check for \$37,500 to TSiC for Monroe County from the Cruise Industry Charitable Foundation (CICF).

**TSiC Report:**

**FLIGHT (7.1 and 7.3): i3 Grant Update - FLIGHT**

- Lois Wolfe-Markham, the FLIGHT County Coordinator, provided us with her background and others on the FLIGHT team. Then, she described the frequently asked questions and gave us a handout prepared by TEG, The Evaluation Group (a copy of this information is attached).
- Also, Lois took us through the Pathways to Academic Success and Scholarships (a copy is attached, although this is not final). Jim noted that Katrina Wiatt has made a significant contribution to updating this document. Please provide any comments to Lois.

## Monroe County Education Foundation

February 24, 2011

### **Recommend Removal of Students (7.2)**

- OC, 11<sup>th</sup> grade, male, for inadequate grades
- JH, 11<sup>th</sup>, male, for inadequate grades
- AM, 9th, female, for inadequate grades
- DH, 12th, female, for inadequate grades
- OT, 10th, male, for inadequate grades
- DW, 9th, male, for inappropriate behavior
- All, but the senior, were voted removed from the program.
- We received details on the senior: many documented interventions; failing junior grades; continuing non-performance in senior year. Following this discussion, we voted to remove this student.

### **TSIC State Conference in Tallahassee (7.4):**

- Jim provided information on what we might expect in the future in terms of changes from Tallahassee. Although TSIC is recognized as providing an exemplary return on investment, FL pre-paid received only 45% of the requested appropriation (but we have plans to lobby to restore the full requested amount during the legislative session in 2011). The outcome affects the purchase of additional scholarships in April, as well as in August.

### **TSIC Visit to FIU (7.5):**

- The students heard from former TSIC students and met a 2010 grad.

### **Calendar of Events (7.6):** Will be distributed; however, take particular note of:

- April 9: FKCC – speakers on readiness for college; invitees include students, mentors and parents.

### **EIL Update (8):** Jim

- Applications were due on February 18 in Key West and February 25 in the Middle and Upper Keys. Interviews this spring will determine how many TSIC students participate this summer.

### **New Business:**

- The Monroe County Sheriff's Department has allocated \$5,000 in support of the Crossroads Adventure Camp. There is a \$5,000 bill remaining for the Crossroads event; we deferred \$1,500 for students from AVID. The remaining \$3,500 will come from unrestricted funds (carried vote unanimously).

### **Old Business Still Outstanding:**

- The audit committee will make a recommendation as to how in-kind contributions will be tracked and handled.
- A motion was made and was carried unanimously that the Board write to Dresdin recognizing her significant contribution to TSIC. This will come from the President.

**Next Meeting:** March 24th in Marathon at 4 p.m.

Monroe County Education Foundation

February 24, 2011 Minutes

**Adjournment:** The meeting was adjourned at 5:20 p.m.

# ATTACHMENT B - AGENCY COMPENSATION DETAIL

FY12

Include each position in the entire agency.

Put an "X" next to each position directly related

to program for which funding is requested.

Please round all dollar amounts to the nearest dollar; do not round FTE'S.

A 40-hour/week employee would be 1.00 FTE; a 20-hour/week employee would be .5 FTE, etc.

Keys Center Academy

		Proposed - Upcoming Year Ending:		Projected - Current Year Ending:	
		/ /12		6/31/2011	
Position Title	"X"	# FTE'S	Total Compensation Package	# FTE'S	Total Compensation Package
<b>Teacher on Special Assignment:</b> Supervises Lower Keys OJT students and provides services county-wide: Development coordinator, counseling support, and staff support	x	1.00	90,390	1.00	66,593
<b>Reading Teacher:</b> Teaches reading Lower Keys and provides services county-wide: Academic Coordinator and staff support		1.00	76,257	1.00	86,204
<b>Lower Keys Teacher:</b> Teaches English and science		1.00	64,190	1.00	60,168
<b>Lower Keys Teacher:</b> Teaches social studies, and supports staff and students through Behavior Management System		1.00	66,810	1.00	69,116
<b>Lower Keys Teacher:</b> Teachers math		0.50	25,330	0.50	25,797
<b>Lower Keys Girls Counselor</b>	x	1.00	61,570	1.00	66,451
<b>Lower Keys Boys Counselor</b>	x	1.00	58,950		
<b>Middle Keys Teacher:</b> Teaches multi-level and multi-subjects-Serves boys and girls at the middle and high school		1.00	69,430	1.00	60,168
<b>Middle Keys Counselor:</b> Serves boys and girls at the middle and high school	x	1.00	91,700	1.00	76,475
<b>Upper Keys Teacher:</b> Teaches multi-level and multi-subjects-High school level/ boys and girls			91,700	1.00	85,642
<b>Upper Keys Counselor:</b> Boys and girls; Serves high school boys and girls	x	1.00	58,950	1.00	66,451
<b>Office Manager</b>		1.00	55,020	1.00	57,504
<b>Totals</b>	<b>5</b>	<b>10.50</b>	<b>810,297</b>	<b>10.50</b>	<b>720,569</b>

## FY12

## Keys Center Academy

Please indicate the number of clients served who are Monroe County residents: 367



### Outcomes Achieved

#### **Program monitoring indicates during the 2009/2010 school year that:**

- 160 students and their families were served district-wide
- All students received individual counseling at a minimum of bi-weekly and crisis counseling on an as-needed basis
- Counselors and teachers met bi-weekly for case review and management on all students
- Counselors provided parent / family counseling on an as-needed basis for all families
- All students were given opportunities to participate in community service activities.
- Transition and follow-up services were provided to students transitioning from the program on a monthly basis for six months following transition
- Group counseling sessions take place on bi-weekly at all programs
- In 3 out of 4 programs, students had access to a 24-hour crisis hotline
- Students are consistently referred to partnering agencies for additional resources

#### **Students outcomes for the 2009/2010 school year indicate:**

- 100% success rate in pregnancy prevention and in dropout prevention
- 92% significantly reduced their risk factors
- 93% improved their protective factors
- 92% improved their attendance
- 88% improved their academic status
- 10 seniors graduated
- Students recorded over 300 hours of community service
- 1 student was referred to the Department of Juvenile Justice

#### **Program outcome results for the 2009/2010 school year indicate:**

- 88% of parents had monthly contact with KCA counselors
- 160 students and their families received services through KCA
- 220 hours of parent/family counseling were provided
- Volunteers recorded over 300 hours of service to KCA

#### **Outcomes reported in Feb. 2011 indicate that for the 2010/2011 school year:**

- Services have been provided to 306 students
- 100% of seniors are on track to graduate; 19 seniors will be graduating
- 100% of students have been supported through bi-weekly case management
- 100% of parents have had direct contact with program personnel
- 100% of students have met with their counselors every 2 weeks and have established measurable goals based on their identified risk factors

- 99.7% success rate in dropout prevention and pregnancy prevention; with only 1 reported dropout and 1 new teen pregnancy
- 98% of the students have had no involvement with law enforcement or DJJ
- 95% of students have significantly reduced the risk factors that initially identified them as at-risk
- 6 students are participating in Take Stock in Children Mentoring and Scholarship Program

## ATTACHMENT D - COUNTY FUNDING BUDGET

FY12

Keys Center Academy

Show the proposed budget detail for the County funds requested.  
The total must match with the total funding requested.

	Proposed Expense Budget for Upcoming Year Ending:	
	6/31/12	
Expenditures	Total	%
Salaries	60,000	100.0%
Payroll Taxes		0
Employee Benefits		0
<b>Subtotal Personnel</b>	<b>60,000</b>	<b>100.0%</b>
Postage		0
Office Supplies		0
Telephone		0
Professional Fees		0
Rent		0
Utilities		0
Repair and Maint.		0
Travel		0
Miscellaneous		0
Grants to Other Organizations		0
List others below		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
<b>Total Expenses</b>	<b>60,000</b>	<b>100.0%</b>

## ATTACHMENT E - AGENCY EXPENSES

**FY12**

Complete this worksheet for the entire agency.  
Please round all amounts to the nearest dollar.

## Keys Center Academy

	Proposed Expense Budget for Upcoming Year Ending:		Projected Expenses for Current Year Ending:	
	6/31/12		6/31/11	
Expenditures	Total	%	Total	%
Salaries	618,000	69%	533,841	65%
Payroll Taxes	47,277	5%	60,172	7%
Employee Benefits	188,060	21%	192,557	23%
<b>Subtotal Personnel</b>	<b>853,337</b>	<b>95%</b>	<b>786,570</b>	<b>96%</b>
Postage	850	0%	850	0%
Office Supplies	7,000	1%	5,000	1%
Telephone	5,000	1%	4,000	0%
Professional Fees		0		0
Rent	7,200	1%	7,200	1%
Utilities		0		0
Repair and Maint.		0		0
Travel	7,000	1%	4,000	0%
Miscellaneous	7,000	1%	5,000	1%
Grants to Other Organizations		0		0
List others below		0		0
Counseling Support Services	12,000	1%	10,000	1%
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
		0		0
<b>Total Expenses</b>	<b>899,387</b>	<b>100%</b>	<b>822,620</b>	<b>100%</b>
<b>Revenue Over/(Under) Expenses</b>	<b>(96,174)</b>		<b>(142,520)</b>	

## ATTACHMENT F - AGENCY REVENUE

FY12

Keys Center Academy

Complete this worksheet for the entire agency.  
Please round all amounts to the nearest dollar.  
In-Kind will not be included in percentages or total.

	Proposed Revenue Budget for Upcoming Year Ending:			Projected Revenue for Current Year Ending:		
	6/31/2012			6/31/2011		
Revenue Sources	Cash	In-Kind	%-age of Total	Cash	In-Kind	%-age of Total
Monroe County	60,000		7%	57,000		8%
Children and Fam			0%			0%
M.C. Sheriff's Dept.			0%			0%
Key West	1,500		0%	500		0%
Marathon	2,500		0%	2,500		0%
Islamorada			0%			0%
Layton			0%			0%
Key Colony Beach			0%			0%
Client fees			0%			0%
Donations	15,000		2%	10,000		1%
Sheriff Shared Asset	6,213		1%	5,600		1%
United Way of the Florida Keys	0		0%	10,000		1%
List all others below			0%			0%
Ocean Reef Foundation	25,000		3%	10,000		1%
Keys Children's Foundation	10,000		1%	10,000		1%
Klaus/Murphy Foundation	57,000		7%			0%
ARRA (Federal Stimulus Money)	0		0%	45,000		7%
Title 1	14,000		2%	9,000		1%
State Dept. of Education	580,000		72%	500,000		74%
United Way Federal Campaign /TBD			0%			0%
Florida Keys Community College		275,000	0%		275,000	0%
Community Orgainziatons	2,000	500	0%	500	500	0%
Private Donations	10,000	1,000	1%	5,000		1%
Fundraising	20,000		2%	15,000		2%
			0%			0%
			0%			0%
			0%			0%
			100%			100%
<b>Total Revenue</b>	<b>803,213</b>	<b>276,500</b>		<b>680,100</b>	<b>275,500</b>	

# Attachment G

**MONROE COUNTY  
EDUCATION FOUNDATION, INC.**

**FINANCIAL STATEMENTS**

**JUNE 30, 2009**



**OROPEZA  
& PARKS**

Certified Public Accountants

**MONROE COUNTY EDUCATION FOUNDATION, INC.**  
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**JUNE 30, 2009**

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Statement of Cash Flows .....	4
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Schedule of Functional Expenses .....	9



# OROPEZA & PARKS

Certified Public Accountants

815 Peacock Plaza  
Key West, Florida 33040  
305.294.1049 / 305.294.1040  
Fax: 305.294.3951

Scott G. Oropeza, C.P.A., P.A.  
John G. Parks, Jr., C.P.A., P.A.  
Denise Y. Rohrer, C.P.A., P.A.  
James H. Hill, Jr.

## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
Monroe county Education Foundation, Inc.  
Key West, Florida

We have audited the accompanying statement of financial position of Monroe County Education Foundation, Inc. (a nonprofit organization), as of June 30, 2009, and the related statement of activities and cash flows for the year then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statements presentation. We believe our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Monroe County Education Foundation, Inc. as of June 30, 2009, and the changes in net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.



Oropeza & Parks  
Certified Public Accountants

January 15, 2010

**MONROE COUNTY EDUCATION FOUNDATION, INC.**  
**STATEMENT OF FINANCIAL POSITION**  
**JUNE 30, 2009**

**ASSETS**

	<u>2009</u>
<b>CURRENT ASSETS</b>	
Cash and cash equivalents	\$ 354,825
Certificates of deposit	240,547
Pledges and grants receivable	29,312
Prepaid insurance	<u>611</u>
<b>TOTAL CURRENT ASSETS</b>	<u>625,295</u>
<b>OTHER ASSETS</b>	
Prepaid scholarships and local fee plans	<u>1,845,943</u>
<b>TOTAL OTHER ASSETS</b>	<u>1,845,943</u>
<b>TOTAL ASSETS</b>	<u><u>\$ 2,471,238</u></u>

**LIABILITIES AND NET ASSETS**

<b>CURRENT LIABILITIES</b>	
Accounts payable and accrued expenses	<u>\$ -</u>
<b>TOTAL CURRENT LIABILITIES</b>	<u>-</u>
<b>NET ASSETS</b>	
Unrestricted net assets	69,001
Temporarily restricted net assets	<u>2,402,237</u>
<b>TOTAL NET ASSETS</b>	<u>2,471,238</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><u>\$ 2,471,238</u></u>

The accompanying notes are an integral part of these financial statements.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**STATEMENTS OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

REVENUE:	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Contributions:			
Take Stock in Children	\$ -	\$ 434,241	\$ 434,241
Monroe County Youth Challenge Program	-	120,103	120,103
Other Contributions	-	41,832	41,832
State license tag revenues	2,073	-	2,073
Investment income	7,826	-	7,826
Donated facilities (Note 5)	8,400	-	8,400
	<u>18,299</u>	<u>596,176</u>	<u>614,475</u>
Net Assets released from restrictions:			
Restrictions satisfied by payment	418,285	(418,285)	-
	<u>436,584</u>	<u>177,891</u>	<u>614,475</u>
<b>EXPENDITURES:</b>			
Program Expenditures:			
Take Stock in Children	276,517	-	276,517
Monroe County Youth Challenge Program	107,937	-	107,937
Other miscellaneous programs	33,831	-	33,831
Support Expenditures:			
Management and general expenses	17,110	-	17,110
	<u>435,395</u>	<u>-</u>	<u>435,395</u>
Increase in Net Assets	1,189	177,891	179,080
Net Assets, Beginning of Year as restated	67,812	2,224,346	2,292,158
Net Assets, End of Year	<u>\$ 69,001</u>	<u>\$ 2,402,237</u>	<u>\$ 2,471,238</u>

The accompanying notes are an integral part of these financial statements.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**STATEMENTS OF CASH FLOWS**  
**JUNE 30, 2009**

	<u>2009</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>	
Increase (Decrease) in Net Assets	\$ 179,080
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Unrealized gain on investments	(547)
Decrease in pledges/grants receivable	19,693
Decrease in interest receivable	1,025
(Increase) in prepaid scholarships and local fee plans	(140,472)
(Increase) in prepaid insurance	<u>(18)</u>
<b>Net Cash Provided by Operating Activities</b>	<u>58,761</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>	
Sale of investment securities	275,000
Purchase of investment securities	<u>(240,000)</u>
<b>Net Cash Provided by Investing Activities</b>	<u>35,000</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>	
<b>Net Increase in Cash and Cash Equivalents</b>	93,761
<b>Cash and Cash Equivalents, Beginning of Year</b>	<u>261,064</u>
<b>Cash and Cash Equivalents, End of Year</b>	<u><u>\$ 354,825</u></u>

The accompanying notes are an integral part of these financial statements.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE 1 – Summary of Significant Accounting Policies**

The major accounting principles and methods used in the preparation of this report are summarized below:

The Organization

The Monroe County Education Foundation, Inc. (Foundation) was incorporated under the laws of the State of Florida on January 18, 1995 as a charitable organization and has the purpose of promoting the advancement of quality education opportunities for children in Monroe County, Florida, including providing prepaid college tuition vouchers and providing mentors for eligible students. The Foundation's funding comes primarily from public and private donations.

Financial Statement Presentation

The Foundation's financial statements have been prepared on the accrual basis of accounting and in conformity with the Statement of Financial Accounting Standards (SAS) no. 117, Financial Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Contributions

Contributions consist of cash and property valued at its estimated fair market value at the date of contribution. Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support depending on the existence or nature of any donor restrictions.

Cash

It is the Foundation's policy to maintain cash balances which may from time to time exceed the amount of insurance which is provided by various depository institutions.

Temporarily Restricted and Unrestricted Net Assets

The Foundation reports gifts of cash and other assets as unrestricted support unless they are received with donor stipulations that limit the use of donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Income Taxes

The Foundation was organized as a nonprofit corporation and has received an exemption under the provisions of Section 501( c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes is provided for in the financial statements.

Allocation of Common Expenses

Certain common expenses benefitting more than one program are allocated based on estimates of time of employees involved and on percentages of assets utilized, and to the extent permitted in the funding source contracts.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE 1 – Summary of Significant Accounting Policies (continued)**

Cash Flows

For purposes of the statements of cash flows, the Foundation considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Although these estimates are based on management's knowledge of current events and actions it may undertake in the future, they may ultimately differ from actual results.

**NOTE 2 – Cash and Cash Equivalents**

Cash and cash equivalents consist of cash held in checking and money market accounts. Deposits are federally insured up to \$250,000 at any financial institution insured by FDIC. Cash deposits are insured by SIPC in brokerage institutions up to \$100,000. At June 30, 2009 there was a balance in excess of the SIPC insurance in the amount of \$52,171.

**NOTE 3 – Investments**

Investments that are unrestricted are stated at fair market value and consist of the following:

	<u>June 30, 2009</u>		
	<u>Cost</u>	<u>Fair Value</u>	<u>Unrealized Appreciation</u>
Certificates of Deposit	\$ 240,000	\$ 240,547	\$ 547
	<u>\$ 240,000</u>	<u>\$ 240,547</u>	<u>\$ 547</u>

The following schedule summarizes the investment return and its classification in the statement of activities:

Interest and Dividends	\$ 7,279
Unrealized Gain on Cash Equivalent	<u>547</u>
Investment Income	<u>\$ 7,826</u>

Realized and unrealized gains and losses are recognized in the period in which they occur.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE 4 – Prepaid Scholarships**

Prepaid scholarships consist of unassigned scholarship awards from contributions made by the Foundation to the Florida Prepaid College Foundation, Inc. At June 30, 2009, there were unassigned scholarships, valued at cost, for \$1,845,943.

**NOTE 5 – Donations to Florida Prepaid College Foundation, Inc.**

For the year ended June 30, 2009, the Foundation contributed \$294,220, to the Florida Prepaid College Foundation, Inc. for the purchase of prepaid local fee plans and prepaid scholarship contracts. The Florida Prepaid College Foundation matched the Foundation's contribution, dollar for dollar. It is the policy of the Foundation to acquire scholarships and local fee plans at the earliest possible date, protecting against steeply escalating college tuition and scholarship costs, and to take advantage of matching funds whenever they are available.

**NOTE 6 – Donated Services, Materials and Facilities**

The Foundation's premises are provided by the Monroe County School Board in Key West, Florida.

These donated Monroe County facilities are included in the contributions and expenses in the statement of activities. The fair value determined by Monroe County School Board for the year ended June 30, 2009 was \$8,400.

The Foundation receives a significant amount of donated services from unpaid volunteers assisting in the mentoring and education programs. The Foundation also receives a substantial amount of services donated by its directors to carry out fund raising and special projects. No amounts have been recognized in the statement of activities for those services since they do not meet the criteria for recognition SFAS No. 116.

**NOTE 7 – Temporarily Restricted Net Assets**

Temporarily restricted net assets are available for the following purposes:

Take Stock in Children	
Prepaid Scholarships & Local Fee Plans	1,845,943
Other	495,879
Monroe Youth Challenge Program	21,263
Micellaneous Special Projects	39,152
	<hr/>
	<u>\$ 2,402,237</u>

**NOTE 8 – Commitments and Contingencies**

The costs and unexpected funds reflected in the accompanying financial statements relating to public support funded programs are subject to audit by the respective funding sources. The possible disallowance by the related funding sources of any item charged to the program or request for the return of any unexpended funds cannot be determined at this time. No provision, for any liability that may result, has been made in the financial statements.

**MONROE COUNTY EDUCATION FOUNDATION, INC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE 9 – Scholarship Commitments and Contingencies**

Scholarship recipients are granted a term of five years to complete the college curriculum for which the scholarship applies. At the end of the five year period, if the recipient has not received a degree, any unused credit hours will be forfeited and the value of which will be returned to the Foundation by the Florida Prepaid College Program. The amount of forfeited cannot be determined at this time and no provision has been made in the financial statements. Scholarship recipients using the scholarships in Florida colleges and universities must pay local fees in addition to their scholarship. In June 2005, the Foundation's board decided to begin purchasing local fee contracts in addition to the regular scholarships. Beginning with the high school graduating class of May 2006, the Foundation began enhancing the standard scholarship awarded with the addition of the local fee plans contracts to each Take Stock in Children scholar.

**NOTE 10 – Related Party Transactions**

The Foundation reimburses members of the Board of Directors for expenditures such as postage, field trips, supplies, and travel expended for various programs.

**NOTE 11 – Other Matters**

The Foundation reimburses the Monroe County School District for a portion of the salaries of employees who administer the Take Stock in Children program and the Monroe Youth Challenge program and other related expenses. The amounts paid for these services were \$76,433 for the year ended June 30, 2009.

**NOTE 12 – Beginning Net Assets Restated**

The Foundation had understated Prepaid Scholarships in the prior years, therefore beginning net assets were adjusted in the amount of \$801,158.



**MONROE COUNTY EDUCATION FOUNDATION, INC.**  
**SCHEDULE OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2009**

	Take Stock in Children	Monroe Youth Challenge	Other Programs	Total Program Services	Management and General	Totals
Advertising	\$ 5,030	\$ -	\$ -	\$ 5,030	\$ -	\$ 5,030
Bank charges	-	-	-	-	71	71
Contracted services	81,886	89,148	7,600	178,634	2,424	181,058
Donations	25,000	-	25,500	50,500	100	50,600
Insurance	-	-	-	-	1,023	1,023
License and permits	-	-	-	-	61	61
Miscellaneous	-	-	271	271	200	471
Office supplies	1,755	-	-	1,755	-	1,755
Postage and delivery	1,368	147	-	1,515	106	1,621
Printing and reproduction	939	225	-	1,164	100	1,264
Professional fees	300	-	25	325	4,625	4,950
Rent expense	-	-	-	-	8,400	8,400
Scholarships and local fee plans awarded	151,598	-	-	151,598	-	151,598
Scholarship application fees	2,150	-	-	2,150	-	2,150
Telephone	316	-	-	316	-	316
Training and event materials	765	2,342	335	3,442	-	3,442
Travel and entertainment	5,410	16,075	100	21,585	-	21,585
	<u>\$ 276,517</u>	<u>\$ 107,937</u>	<u>\$ 33,831</u>	<u>\$ 418,285</u>	<u>\$ 17,110</u>	<u>\$ 435,395</u>

# Attachment H

Form **990****Return of Organization Exempt From Income Tax**Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code  
(except black lung benefit trust or private foundation)

OMB No. 1545-0047

**2009**Department of the Treasury  
Internal Revenue Service

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

Open to Public Inspection

For the 2009 calendar year, or tax year beginning 7/01, 2009, and ending 6/30, 2010

<b>B</b> Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Termination <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Please see IRS label or print or type. See specific instructions. <b>MONROE COUNTY EDUCATION FOUNDATION, INC.</b> <b>241 TRUMBO ROAD</b> <b>KEY WEST, FL 33040</b>	<b>D</b> Employer identification number <b>65-0551178</b>
		<b>E</b> Telephone number <b>(305) 293-1400</b>
<b>F</b> Name and address of principal officer: <b>JOHN PADGET</b> <b>SAME AS C ABOVE</b>		<b>G</b> Gross receipts \$ <b>632,822.</b> 25% or more for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "No," attach schedule 7 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>I</b> Tax-exempt status <input checked="" type="checkbox"/> 501(c) ( <u>3</u> ) (Insert no.) <u>4947(a)(1)</u> or <u>27</u>		
<b>J</b> Website: <u>N/A</u>		
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶ <b>L</b> Year of formation: <u>1995</u> <b>M</b> State of legal domicile: <u>FL</u>		

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <u>TO SUPPORT ACTIVITIES THAT ARE DIRECTED TOWARD AIDING, SUPPLEMENTING, IMPROVING, ENHANCING AND COMPLEMENTING THE ACTIVITIES OF THE PUBLIC SCHOOL SYSTEM &amp; PROVIDE SCHOLARSHIPS FOR MONROE COUNTY STUDENTS.</u>		
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its assets.		
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>16</b>
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>16</b>
	<b>5</b> Total number of employees (Part V, line 2a)	<b>5</b>	<b>0</b>
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	<b>20</b>
	<b>7a</b> Total gross unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0.</b>
<b>7b</b> Net unrelated business taxable income from Form 990-T, line 34	<b>7b</b>	<b>0.</b>	
<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h)	<b>Prior Year</b> 598,249.	<b>Current Year</b> 628,868.
	<b>9</b> Program service revenue (Part VIII, line 2g)		
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)	7,279.	3,954.
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	<b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	605,528.	632,822.
<b>Expenses</b>	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1-3)	202,198.	83,320.
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11a)		
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25) ▶		
	<b>17</b> Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	224,797.	322,450.
	<b>18</b> Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	426,995.	405,770.
<b>19</b> Revenue less expenses. Subtract line 18 from line 12	178,533.	227,052.	
<b>Net Assets or Fund Balances</b>	<b>20</b> Total assets (Part X, line 16)	<b>Beginning of Year</b> 2,471,238.	<b>End of Year</b> 2,904,834.
	<b>21</b> Total liabilities (Part X, line 26)	0.	73,632.
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	2,471,238.	2,831,202.

**Part II Signature Block**

<b>Sign Here</b>	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.	
	Signature of officer <b>MARLENE MORATO</b> Type or print name and title.	Date <b>TREASURER</b>
<b>Paid Preparer's Use Only</b>	Preparer's signature <i>Scott G. Oropeza</i> <b>SCOTT G. OROPEZA, CPA, P.A.</b>	Date <b>1/28/11</b>
	Firm's name (or yours if self-employed), address and ZIP + 4 <b>OROPEZA &amp; PARKS, CPAS</b> <b>815 PEACOCK PLZ.</b> <b>KEY WEST, FL 33040</b>	Check if self-employed <input type="checkbox"/> Preparer's identifying number (see instructions) <b>N/A</b>
		EIN ▶ <b>N/A</b>
		Phone no. ▶ <b>(305) 294-1049</b>

May the IRS discuss this return with the preparer shown above? (see instructions)

☒ Yes ☐ No

BAA For Privacy Act and Paperwork Reduction Act Notice, see the separate instructions.

TEEA0113L 12/29/09

Form 990 (2009)

**Part III Statement of Program Service Accomplishments**

1 Briefly describe the organization's mission:

TO SUPPORT ACTIVITIES THAT ARE DIRECTED TOWARD AIDING, SUPPLEMENTING, IMPROVING,  
ENHANCING AND COMPLEMENTING THE ACTIVITIES OF THE PUBLIC SCHOOL SYSTEM & PROVIDE  
SCHOLARSHIPS FOR MONROE COUNTY STUDENTS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If 'Yes,' describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 254,177. including grants of \$ 60,206.) (Revenue \$ )  
SUPPORT ACTIVITIES THAT ARE DIRECTED TOWARD AIDING, SUPPLEMENTING, IMPROVING,  
ENHANCING AND COMPLEMENTING THE ACTIVITIES OF THE PUBLIC SCHOOL SYSTEM

4b (Code: ) (Expenses \$ 137,463. including grants of \$ 23,114.) (Revenue \$ )  
PROVIDE SCHOLARSHIPS FOR MONROE COUNTY, FLORIDA STUDENTS

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services. (Describe in Schedule O.)

(Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 391,640.

**Part IV Checklist of Required Schedules**

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If 'Yes,' complete Schedule A	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities? If 'Yes,' complete Schedule C, Part II		X
5 Section 501(c)(4), 501(c)(5), and 501(c)(6) organizations. Is the organization subject to the section 6033(e) notice and reporting requirement and proxy tax? If 'Yes,' complete Schedule C, Part III		
6 Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If 'Yes,' complete Schedule D, Part I		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas or historic structures? If 'Yes,' complete Schedule D, Part II		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III		X
9 Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If 'Yes,' complete Schedule D, Part IV		X
10 Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? If 'Yes,' complete Schedule D, Part V		X
11 Is the organization's answer to any of the following questions 'Yes'? If so, complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		X
• Did the organization report an amount for land, buildings and equipment in Part X, line 10? If 'Yes,' complete Schedule D, Part VI		
• Did the organization report an amount for investments— other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VII		
• Did the organization report an amount for investments— program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VIII		
• Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part IX		
• Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X		
• Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48? If 'Yes,' complete Schedule D, Part X		
12 Did the organization obtain separate, independent audited financial statement for the tax year? If 'Yes,' complete Schedule D, Parts XI, XII, and XIII	X	
12A Was the organization included in consolidated, independent audited financial statement for the tax year? If 'Yes,' completing Schedule D, Parts XI, XII, and XIII is optional	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? If 'Yes,' complete Schedule F, Part I		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? If 'Yes,' complete Schedule F, Part II		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? If 'Yes,' complete Schedule F, Part II		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If 'Yes,' complete Schedule G, Part I		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III		X
20 Did the organization operate one or more hospitals? If 'Yes,' complete Schedule H		X

**Part IV Checklist of Required Schedules (continued)**

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? If 'Yes,' complete Schedule I, Parts I and II.	X	
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If 'Yes,' complete Schedule I, Parts I and III.		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If 'Yes,' complete Schedule J.		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, and that was issued after December 31, 2002? If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25.		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If 'Yes,' complete Schedule L, Part I.		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If 'Yes,' complete Schedule L, Part I.		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If 'Yes,' complete Schedule L, Part II.		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? If 'Yes,' complete Schedule L, Part III.		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? If 'Yes,' complete Schedule L, Part IV.		X
b A family member of a current or former officer, director, trustee, or key employee? If 'Yes,' complete Schedule L, Part IV.		X
c An entity of which a current or former officer, director, trustee, or key employee of the organization (or a family member) was an officer, director, trustee, or direct or indirect owner? If 'Yes,' complete Schedule L, Part IV.		X
29 Did the organization receive more than \$25,000 in non-cash contributions? If 'Yes,' complete Schedule M.		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If 'Yes,' complete Schedule M.		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If 'Yes,' complete Schedule N, Part I.		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If 'Yes,' complete Schedule N, Part II.		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If 'Yes,' complete Schedule R, Part I.		X
34 Was the organization related to any tax-exempt or taxable entity? If 'Yes,' complete Schedule R, Parts II, III, IV, and V, line 1.		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)? If 'Yes,' complete Schedule R, Part V, line 2.		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If 'Yes,' complete Schedule R, Part V, line 2.		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If 'Yes,' complete Schedule R, Part VI.		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O.		X

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Form 990 (2009)

**Part V Statements Regarding Other IRS Filings and Tax Compliance**

		Yes	No
1a	Enter the number reported in Box 3 of form 1099, Annual Summary and Transmittal of U.S. Information Returns. Enter -0- if not applicable.	10	
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable.	0	
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		X
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return.	0	
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file this return. (see instructions)		
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year covered by this return?		X
3b	If 'Yes' has it filed a Form 990-T for this year? If 'No,' provide an explanation in Schedule O.		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If 'Yes,' enter the name of the foreign country: See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T, Disclosure by Tax-Exempt Entity Regarding Prohibited Tax Shelter Transaction?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not deductible?		
7	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year.	7d	
e	Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	For all contributions of qualified intellectual property, did the organization file Form 8899 as required?		
h	For contributions of cars, boats, airplanes, and other vehicles, did the organization file a Form 1098-C as required?		
8	<b>Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.</b> Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
9	<b>Sponsoring organizations maintaining donor advised funds.</b>		
a	Did the organization make any taxable distributions under section 4966?		
b	Did the organization make any distribution to a donor, donor advisor, or related person?		
10	<b>Section 501(c)(7) organizations.</b> Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross Receipts, included on Form 990, Part VIII, line 12, for public use of club facilities.	10b	
11	<b>Section 501(c)(12) organizations.</b> Enter:		
a	Gross income from other members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year.	12b	

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Form 990 (2009)

**Part VI Governance, Management and Disclosure** For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

**Section A. Governing Body and Management**

	Yes	No
1 a Enter the number of voting members of the governing body	1a	16
b Enter the number of voting members that are independent	1b	16
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee or key employee?	2	X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?	3	X
4 Did the organization make any significant changes to its organizational documents since the prior Form 990 was filed?	4	X
5 Did the organization become aware during the year of a material diversion of the organization's assets?	5	X
6 Does the organization have members or stockholders?	6	X
7 a Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?	7a	X
b Are any decisions of the governing body subject to approval by members, stockholders, or other persons?	7b	X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a The governing body?	8a	X
b Each committee with authority to act on behalf of the governing body?	8b	X
9 Is there any officer, director or trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O.	9	X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10 a Does the organization have local chapters, branches, or affiliates?	10a	X
b If 'Yes,' does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?	10b	
11 Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	11	X
11 A Describe in Schedule O the process, if any, used by the organization to review this Form 990. SEE SCHEDULE O		
12 a Does the organization have a written conflict of interest policy? If 'No,' go to line 13.	12a	X
b Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X
c Does the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this is done.	12c	X
13 Does the organization have a written whistleblower policy?	13	X
14 Does the organization have a written document retention and destruction policy?	14	X
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official	15a	X
b Other officers of key employees of the organization	15b	X
If 'Yes' to line 15a or 15b, describe the process in Schedule O. (See instructions.)		
16 a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a	X
b If 'Yes,' has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?	16b	

**Section C. Disclosures**

17 List the states with which a copy of this Form 990 is required to be filed ► NONE

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request

19 Describe in Schedule O whether (and if so, how) the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization:

► MONROE COUNTY SCHOOL DISTRICT 241 TRUMBO ROAD KEY WEST FL 33040 (305) 293-1400



**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors****Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

1. Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year. Use Schedule J-2 if additional space is needed.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
  - List all of the organization's **current** key employees. See instructions for definition of 'key employees.'
  - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
  - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
  - List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- List persons in the following order: Individual trustees or directors; Institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☒ Check this box if the organization did not compensate any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
DANIEL KRATISH PRESIDENT	0							0.	0.	0.
JOHN PADGET PRESIDENT	0							0.	0.	0.
MARY CHAMBERS DIRECTOR	0							0.	0.	0.
ALYSON CREAN DIRECTOR	0							0.	0.	0.
JIM HALL DIRECTOR-NO VOT	0							0.	0.	0.
SANDY HIGGS DIRECTOR	0							0.	0.	0.
LYNN KAUFELT DIRECTOR	0							0.	0.	0.
MARLENE MORATO TREASURER	0							0.	0.	0.
BRITT MYERS DIRECTOR	0							0.	0.	0.
EDWARD PITTS DIRECTOR	0							0.	0.	0.
SUSAN RECAREY DIRECTOR	0							0.	0.	0.
KATHY REITZEL TREASURER	0							0.	0.	0.
ROBERT SILVERMAN VICE PRESIDENT	0							0.	0.	0.
CLAUDIA STOBBER DIRECTOR	0							0.	0.	0.
KATRINA WIATT DIRECTOR	0							0.	0.	0.
JENNIE WOLF SECRETARY	0							0.	0.	0.
LAWRENCE PLUMMER DIRECTOR	0							0.	0.	0.

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (cont.)**

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
JOSEPH BURKE										
DIRECTOR-NO VOT	0							0.	0.	0.
MICHAEL KINNEER										
DIRECTOR-NO VOT	0							0.	0.	0.
TERESA CONDAS										
DIRECTOR	0							0.	0.	0.
STEPHANIE SCUDERI										
DIRECTOR	0							0.	0.	0.
JENNIFER MILLER										
DIRECTOR	0							0.	0.	0.
<b>1 b Total</b>								0.	0.	0.

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **0**

**3** Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? If 'Yes,' complete Schedule J for such individual.

**4** For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If 'Yes,' complete Schedule J for such individual.

**5** Did any person listed on line 1a receive or accrue compensation from any unrelated organization for services rendered to the organization? If 'Yes,' complete Schedule J for such person.

	Yes	No
<b>3</b>		X
<b>4</b>		X
<b>5</b>		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization.

(A) Name and business address	(B) Description of Services	(C) Compensation

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **0**

**Part VIII Statement of Revenue**

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
<b>CONTRIBUTIONS, GIFTS, GRANTS AND OTHER SIMILAR AMOUNTS</b>	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	80,042.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	548,826.			
	g Noncash contribns included in lns 1a-1f		\$			
	h Total. Add lines 1a-1f		628,868.			
<b>PROGRAM SERVICE REVENUE</b>	Business Code					
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
g Total. Add lines 2a-2f						
<b>OTHER REVENUE</b>	3 Investment income (including dividends, interest and other similar amounts)		3,954.			3,954.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6a Gross Rents	(i) Real (ii) Personal				
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss)					
	7a Gross amount from sales of assets other than inventory	(i) Securities (ii) Other				
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	a				
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	a				
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
11a						
b						
c						
d All other revenue						
e Total. Add lines 11a-11d						
12 Total revenue. See instructions		632,822.	0.	0.	3,954.	

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.

All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

<i>Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VII.</i>	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21.	83,320.	83,320.		
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22.				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	0.	0.	0.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.				
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions).				
9 Other employee benefits.				
10 Payroll taxes.				
11 Fees for services (non-employees):				
a Management.				
b Legal.				
c Accounting.	10,763.	1,088.	9,675.	
d Lobbying.				
e Prof fundraising svcs. See Part IV, line 17.				
f Investment management fees.				
g Other.	238,004.	235,992.	2,012.	
12 Advertising and promotion.	7,413.	7,413.		
13 Office expenses.	3,129.	3,129.		
14 Information technology.				
15 Royalties.				
16 Occupancy.				
17 Travel.	31,785.	31,785.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.				
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.				
23 Insurance.	1,641.		1,641.	
24 Other expenses. Itemize expenses not covered above. (Expenses grouped together and labeled miscellaneous may not exceed 5% of total expenses shown on line 25 below.)				
a TRAINING & EVENT MATERIALS	10,924.	10,924.		
b MISCELLANEOUS	9,057.	9,057.		
c SCHOLARSHIP APPLICATION FEES	5,221.	5,221.		
d POSTAGE AND SHIPPING	1,890.	1,890.		
e PRINTING AND PUBLICATIONS	1,024.	1,024.		
f All other expenses.	1,599.	797.	802.	
25 Total functional expenses. Add lines 1 through 24.	405,770.	391,640.	14,130.	0.
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

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Form 990 (2009)

**Part X Balance Sheet**

		(A) Beginning of year		(B) End of year
<b>ASSETS</b>	1 Cash — non-interest-bearing .....		1	
	2 Savings and temporary cash investments .....	595,372.	2	348,533.
	3 Pledges and grants receivable, net .....	29,312.	3	34,531.
	4 Accounts receivable, net .....		4	
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L .....		5	
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B). Complete Part II of Schedule L .....		6	
	7 Notes and loans receivable, net .....		7	
	8 Inventories for sale or use .....		8	
	9 Prepaid expenses and deferred charges .....	1,846,554.	9	2,521,770.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	10a		
	b Less: accumulated depreciation .....	10b	10c	
	11 Investments — publicly-traded securities .....		11	
	12 Investments — other securities. See Part IV, line 11 .....		12	
	13 Investments — program-related. See Part IV, line 11 .....		13	
	14 Intangible assets .....		14	
	15 Other assets. See Part IV, line 11 .....		15	
16 <b>Total assets.</b> Add lines 1 through 15 (must equal line 34) .....	2,471,238.	16	2,904,834.	
<b>LIABILITIES</b>	17 Accounts payable and accrued expenses .....		17	73,632.
	18 Grants payable .....		18	
	19 Deferred revenue .....		19	
	20 Tax-exempt bond liabilities .....		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D .....		21	
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L .....		22	
	23 Secured mortgages and notes payable to unrelated third parties .....		23	
	24 Unsecured notes and loans payable to unrelated third parties .....		24	
	25 Other liabilities. Complete Part X of Schedule D .....		25	
	26 <b>Total liabilities.</b> Add lines 17 through 25 .....	0.	26	73,632.
<b>NET ASSETS OR FUND BALANCES</b>	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29 and lines 33 and 34.			
	27 Unrestricted net assets .....	69,001.	27	205,904.
	28 Temporarily restricted net assets .....	2,402,237.	28	2,625,298.
	29 Permanently restricted net assets .....		29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds .....		30	
	31 Paid-in or capital surplus, or land, building, and equipment fund .....		31	
	32 Retained earnings, endowment, accumulated income, or other funds .....		32	
	33 <b>Total net assets or fund balances.</b> .....	2,471,238.	33	2,831,202.
34 <b>Total liabilities and net assets/fund balances.</b> .....	2,471,238.	34	2,904,834.	

BAA

Form 990 (2009)

**Part XI Financial Statements and Reporting**

1 Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other

If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.

2a Were the organization's financial statements compiled or reviewed by an independent accountant?

b Were the organization's financial statements audited by an independent accountant?

c If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?

If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.

d If 'Yes' to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a consolidated basis, separate basis, or both:

☐ Separate basis ☐ Consolidated basis ☒ Both consolidated and separate basis

3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?

b If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

BAA

Form 990 (2009)

## TEFA0401L 02/05/10

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include 'unusual grants'.)	531,248.	965,011.	753,311.	598,249.	628,868.	3,476,687.
2 Tax revenues levied for the organization's benefit and either paid to it or expended on its behalf.						0.
3 The value of services or facilities furnished to the organization by a governmental unit without charge. Do not include the value of services or facilities generally furnished to the public without charge.						0.
4 Total. Add lines 1 through 3.	531,248.	965,011.	753,311.	598,249.	628,868.	3,476,687.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f).						0.
6 Public support. Subtract line 5 from line 4.						3,476,687.

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
7 Amounts from line 4.	531,248.	965,011.	753,311.	598,249.	628,868.	3,476,687.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.	6,953.	6,953.	20,213.	7,279.	3,954.	45,352.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						0.
11 Total support. Add lines 7 through 10.						3,522,039.
12 Gross receipts from related activities, etc. (see instructions)					12	0.

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here. ☐

**Section C. Computation of Public Support Percentage**

14 Public support percentage for 2009 (line 6, column (f) divided by line 11, column (f)).	14	98.7 %
15 Public support percentage from 2008 Schedule A, Part II, line 14.	15	98.7 %

16a 33-1/3 support test – 2009. If the organization did not check the box on line 13, and the line 14 is 33-1/3 % or more, check this box and stop here. The organization qualifies as a publicly supported organization. ☒

b 33-1/3 support test – 2008. If the organization did not check a box on line 13, or 16a, and line 15 is 33-1/3 % or more, check this box and stop here. The organization qualifies as a publicly supported organization. ☐

17a 10%-facts-and-circumstances test – 2009. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ☐

b 10%-facts-and-circumstances test – 2008. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ☐

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ☐

BAA

Schedule A (Form 990 or 990-EZ) 2009



**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I.)

**Section A. Public Support**

Calendar year (or fiscal yr beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in a activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal yr beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (add line 9, 10c, 11, and 12.)						
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here. ▶ <input type="checkbox"/>						

**Section C. Computation of Public Support Percentage**

15 Public support percentage for 2009 (line 8, column (f) divided by line 13, column (f)).	15	%
16 Public support percentage from 2008 Schedule A, Part III, line 15.	16	%

**Section D. Computation of Investment Income Percentage**

17 Investment income percentage for 2009 (line 10c, column (f) divided by line 13, column (f)).	17	%
18 Investment income percentage from 2008 Schedule A, Part III, line 17.	18	%
19a 33-1/3 support tests – 2009. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33-1/3 support tests – 2008. If the organization did not check a box on line 14 or 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions. ▶ <input type="checkbox"/>		

**Part IV** **Supplemental Information.** Complete this part to provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Provide any other additional information. See instructions.

[illegible]

**Schedule B**  
**(Form 990, 990-EZ,**  
**or 990-PF)**

Department of the Treasury  
Internal Revenue Service

**Schedule of Contributors**

▶ Attach to Form 990, 990-EZ, or 990-PF

OMB No. 1545-0047

**2009**

Name of the organization

**MONROE COUNTY EDUCATION FOUNDATION, INC.**

Employer identification number

**65-0551178**

Organization type (check one):

Filers of:

Form 990 or 990-EZ

Section:

☒ 501(c)( 3 ) (enter number) organization

☐ 4947(a)(1) nonexempt charitable trust not treated as a private foundation

☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation

☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation

☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

**General Rule –**

- ☐ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. (Complete Parts I and II.)

**Special Rules –**

- ☒ For a section 501(c)(3) organization filing Form 990 or 990-EZ, that met the 33-1/3% support test of the regulations under sections 509(a)(1)/170(b)(1)(A)(vi) and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ, that received from any one contributor, during the year, aggregate contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ, that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc, purposes, but these contributions did not aggregate to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc, purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc, contributions of \$5,000 or more during the year. ▶ \$ \_\_\_\_\_

**Caution:** An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF) but it must answer 'No' on Part IV, line 2 of their Form 990, or check the box on line H of its Form 990-EZ, or on line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

**BAA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF.**

**Schedule B (Form 990, 990-EZ, or 990-PF) (2009)**

Name of organization

MONROE COUNTY EDUCATION FOUNDATION, INC.

Employer identification number

65-0551178

**Part I Contributors** (see instructions.)

(a) Number	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
1	ANDY GRIFFITHS, JR 40 KEY HAVEN ROAD KEY WEST, FL 33040	\$ 26,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
2	BOARD OF MONROE COUNTY COMMISSIONER 500 WHITEHEAD STREET KEY WEST, FL 33040	\$ 80,042.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
3	COMMUNITY BLOOD CENTERS OF S. FL 8101 WEST 26TH AVENUE HIALEAH, FL 33016	\$ 13,540.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
4	CONSORTIUM OF FL EDUCATION FDNS 1206 W. HORATIO STREET TAMPA, FL 33606	\$ 12,752.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
5	FLORIDA KEYS ELECTRIC COOP 91630 OVERSEAS HIGHWAY TAVERNIER, FL 33040	\$ 22,456.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
6	JOHN N. TAYLOR, JR 09 WEST SNAPPER POINT DRIVE KEY LARGO, FL 33037	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

BAA

TEEA0702L 06/23/09

Name of organization

MONROE COUNTY EDUCATION FOUNDATION, INC.

Employer identification number

65-0551178

**Part I Contributors** (see instructions.)

(a) Number	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
7	KEYS CHILDREN FOUNDATION, INC. 24 DOCKSIDE LN PMB 139 KEY LARGO, FL 33037-5267	\$ 30,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
8	OCEAN REEF FOUNDATION 200 ANCHOR DRIVE, SUITE B KEY LARGO, FL 33037	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
9	MONROE COUNTY SHERIFF'S DEPARTMENT 5525 COLLEGE ROAD KEY WEST, FL 33040	\$ 26,300.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
10	UPPER KEYS ROTARY FOUNDATION P O BOX 1514 TAVERNIER, FL 33070	\$ 24,300.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II if there is a noncash contribution.)

BAA

TEEA0702L 06/23/09

Schedule B (Form 990, 990-EZ, or 990-PF) (2009)

Name of organization

MONROE COUNTY EDUCATION FOUNDATION, INC.

Employer identification number

65-0551178

**Part II** Noncash Property (see instructions.)

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
	N/A		
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

BAA

Schedule B (Form 990, 990-EZ, or 990-PF) (2009)

Name of organization

MONROE COUNTY EDUCATION FOUNDATION, INC.

Employer identification number

65-0551178

**Part III Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations aggregating more than \$1,000 for the year.** (Complete cols (a) through (e) and the following line entry.)

For organizations completing Part III, enter total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once - see instructions.)

&gt; \$ N/A

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

BAA

TEEA0704L 06/23/09

# Attachment J



INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 11 1987

MUNROE COUNTY EDUCATION FOUNDATION  
INC  
C/O OMIS AVANT  
241 TRUMBO RD  
KEY WEST, FL 33040

Employer Identification Number:  
65-0551178

DLN:  
17053342855006

Contact Person:  
D. A. DOWNING  
Contact Telephone Number:  
(513) 684-3957

Accounting Period Ending:  
December 31

Form 990 Required:

Yes

Addendum Applies:

No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

*Jan*  
11/27/87

MONROE COUNTY EDUCATION FOUNDATION

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases

MONROE COUNTY EDUCATION FOUNDATION

where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1936-2, page 306.)

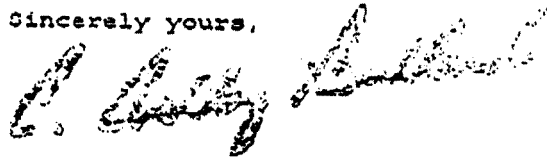
Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter, we have not determined the effect of such financing on your tax exempt status.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

Letter 947 (DO/CG)

# Attachment O

**Attachment O**  
**EEO Policy**

Monroe County School District - **NON-DISCRIMINATION POLICY**

- No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
- The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, age, nation or ethnic origin, marital status, disability or handicap

# Attachment P

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**Dr. Eric J. Smith,**  
**Commissioner**  
Florida Department of Education

325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock,**  
**Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**School Name: KEYS CENTER**

**District Name: Monroe**

**Principal: Fran Herrin (oversight only)**

**SAC Chair: Lucy Paige**

**Superintendent: Dr. Joseph Burke**

**Date of School Board Approval:**

**Last Modified on: 09-30-2009**

## VISION and MISSION STATEMENTS

Our mission is to provide a positive, safe, and nurturing learning environment. We are committed to supporting the whole child through individualized academic planning and intensive counseling.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

##### Brief History and Background of the School

The Keys Center Academy (KCA) is in its second year. It was established as a positive alternative education and counseling model. It is designed to actively intervene with students who contend with multiple school and life issues and are in jeopardy of dropping out of school because they are failing to cope with these issues.

The success of The Keys Center Academy is based upon provision of focused academic prescriptions and life

skills counseling delivered by knowledgeable, professional, and caring staff. Both the educational and counseling components are vital to the accomplishments of our KCA youth. Our intent is to maintain both a certified master's level teacher and counselor per fifteen students. The Keys Center applicants are prioritized and assigned to this voluntary program according to the severity of their needs in conjunction with specific supports and benefits accessible through program participation.

#### Unique School Strengths for Next Year

KCA has been designated as a Title 1 school and will maximize Title 1 resources to the benefit of the students. KCA is 100% staffed with highly qualified teachers and master level counselors. Both counseling and academics take priority. Educational and counseling components are designed to meet each student's distinct needs.

#### Unique School Weaknesses for Next Year

KCA qualified for Title 1 status through serving a population of socially economically disadvantaged students. (76% free and reduced lunch) Our population of students have significant mental health issues and numerous challenges outside of school which negatively impact their academic progress. KCA students have experienced long term negative influences and building their self esteem and confidence in their own abilities is a significant challenge.

#### Student Demographics

There are 17 female students at this school site: 5 Hispanic, 3 Multi-racial and 9 White. KCA student population consists of 2 9th , 6 10th , 7 11th and 2 12th graders. 57% of the students are on free and reduced lunch. There are 3 ESE students. The 07/08 graduation rate was 80%.

#### Student Attendance Rates

Keys Center Academy average daily attendance rate (ADA) is 94.1

#### Student Mobility

Not Available

#### Student Suspension Rates

Not Available

#### Student Retention Rates

Not Available

#### Class Size

Class Size  
The average class size is 7.

#### Academic Performance of Feeder Pattern

Our feeder school is Key West High School. In 2009: 48% of all 9th grade students scored level 3 or above in reading, 43% of all 10 grade students scored level 3 or above in reading, 64% of all ninth grade students scored level 3 or above in math, 71% of all 10 grade students scored level 3 or above in math.

#### Partnerships and Grants



Financial Supporters  
 Private donors  
 Eckerd Foundation  
 Keys Children's Foundation  
 Starr Moore Foundation  
 United Way  
 Local Governments  
 Monroe County  
 Monroe County Human Services Advisory Board &  
 Board Of County Commissioners  
 City of Marathon  
 City of Key West  
 Sheriff's Asset & Forfeiture Fund  
 Sheriff's Trust Fund  
 Private Businesses and Community Supporters  
 At Home in Key West  
 BottleCap  
 Business and Professional Women's Clubs  
 Coldwell Banker Foundation  
 Elks Club  
 First State Bank  
 Florida Keys Community College  
 Key West Women's Club  
 Mangoes Restaurant  
 Starbucks  
 Southernmost House  
 Sunset Cigar Company  
 TIB Bank  
 U.S. Navy  
 Wine by the Water  
 Zonta  
 and Individual Donors

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

**School Grades Trend Data**

**Adequate Yearly Progress (AYP) Trend Data**

**Florida Comprehensive Assessment Test (FCAT) Trend Data**

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
		Doctorate of Education- Teacher			Principal of Gerald Adams Elementary 2002-current  2008-2009: Grade A: Reading Mastery: 84%, Math Mastery: 87%, Science Mastery: 75%, Writing Mastery: 88%. AYP: 85%, ELL and SWD did not make AYP in reading;

Principal	Fran Herrin	Leadership and Supervision, Walden University; Master of Science-Educational Leadership, Troy State University; BS in Education; University of South Florida; Principal's Certification-State of Florida	7	15	<p>and ELL, SWD, Black, and FRPL did not make AYP in math.</p> <p>2007-2008: Grade A: Reading Mastery: 82%, Math Mastery: 90%, Science Mastery: 63%, Writing Mastery: 64%. AYP: 90%, ELL and SWD did not make AYP in reading; and SWD did not make AYP in math.</p> <p>2006-2007: Grade A: Reading Mastery: 81%, Math Mastery: 80%, Science Mastery: 62%, Writing Mastery: 70%. AYP: 97%. All subgroups made AYP in reading; and only ELL did not make AYP in math.</p> <p>2005-2006: Grade B: Reading Mastery: 79%, Math Mastery: 75%, Writing Mastery: 71%. AYP: 100%.</p> <p>2004-2005: Grade C: Reading Mastery: 72%, Math Mastery: 71%, Writing Mastery: 64%. AYP: 100%.</p>
Assis Principal	Grace Willis	Masters of Science-Educational Leadership, University of South Florida. BA in education, University of Florida	8	9	<p>Assistant Principal of Gerald Adams Elementary 2000-current</p> <p>2008-2009: Grade A: Reading Mastery: 84%, Math Mastery: 87%, Science Mastery: 75%, Writing Mastery: 88%. AYP: 85%, ELL and SWD did not make AYP in reading; and ELL, SWD, Black, and FRPL did not make AYP in math.</p> <p>2007-2008: Grade A: Reading Mastery: 82%, Math Mastery: 90%, Science Mastery: 63%, Writing Mastery: 64%. AYP: 90%, ELL and SWD did not make AYP in reading; and SWD did not make AYP in math.</p> <p>2006-2007: Grade A: Reading Mastery: 81%, Math Mastery: 80%, Science Mastery: 62%, Writing Mastery: 70%. AYP: 97%. All subgroups made AYP in reading; and only ELL did not make AYP in math.</p> <p>2005-2006: Grade B: Reading Mastery: 79%, Math Mastery: 75%, Writing Mastery: 71%. AYP: 100%.</p> <p>2004-2005: Grade C: Reading Mastery: 72%, Math Mastery: 71%, Writing Mastery: 64%. AYP: 100%.</p>

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
		Juris Doctorate, BA, Florida teaching			

Academic Coach	Layne Goldman	certification: Reading endorsement, ESOL endorsement, Integrated middle schools, Social science 6-12	1		JJEEP Exemplary status on State Quality Assurance review for 4 years
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*\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)*

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
New Teacher Program	Barb Cavanah	Yearly	
To insure HQ staff, we have implemented a schedule which utilizes shared staff	Layne Goldman	Yearly	
Participate in PD offered by Lower Keys schools and the district	Layne Goldman	Yearly	
Provide motivational team building activities	Layne Goldman	Yearly	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
NA	NA	NA	NA

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
5	0	80	0	20	60	100	20	0	20

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melanie Stefanowicz	Katherine Ott	mentor-certified KWHS Teacher assigned by Principal, John Welsh	Participate in PLC @ KWHS & KCA
Rebecca Provost	Michael Wirsching	mentor-certified KWHS Teacher	Participate in PLC @ KWHS & KCA

		assigned by Principal, John Welsh	
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only  
Title I, Part A

Title I funds are utilized to support school efforts to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education. Title I funds supplement academic programs and provide additional resources to students and teachers. Title I services provide additional assistance for students performing below grade level including academic assistance during the school day. Parents are encouraged to attend SAC meetings, family reading events, student recognition ceremonies and open house. In addition, parents participate in initial placement interview and parent conferences.

#### Title I, Part C- Migrant

NA

#### Title I, Part D

NA

#### Title II

Title II funds are utilized to support PD. Funds are expended for numerous initiatives including bonuses for teachers who complete the Reading and ESOL Endorsements, support from a PD contact at school site, stipends for PD, Reading Specialist at district level to provide technical assistance and training, materials and supplies for training and reimbursement of testing fees and courses to remain or become highly qualified.

#### Title III

Title III provides resources and support for students who are English Language Learners.

#### Title X- Homeless

Title X homeless offers school supplies and other support material.

#### Supplemental Academic Instruction (SAI)

Teacher salary and benefits are paid through SAI dollars.

#### Violence Prevention Programs

##### Violence Prevention Programs

At KCA there is a focus on life skills development. The intent is to decrease risk factors and increase protective factors. Therapeutic groups are regularly scheduled to address current issues, concerns and wellness including anti-bullying activities. Positive behavior support is utilized. Students are provided curriculum in character education. Some students are involved with Take Stock in Children. KCA students participate in Key West High school programs as appropriate.

**Nutrition Programs**

Monroe County School Health Advisory Council collaborates with MCSD to ensure students and families are provided with information to make healthy decisions both at school and at home regarding nutrition and physical activity.

**Housing Programs**

NA

**Head Start**

NA

**Adult Education**

NA

**Career and Technical Education**

Each student is assigned to an "X-Team" made up of at least one teacher and one counselor. The X-Team meets with students at least biweekly to monitor student progress and goal achievement. Students complete a learning styles inventory and career aptitude inventory during the school year. This is a baseline for continuing education and workforce planning. We also use this information when building their schedules and offering electives.

**Job Training**

KCA works collaboratively with South Florida Workforce to provide students with employability skills. OJT support is provided.

**Other****Response to Instruction/Intervention (RtI)****School-based RtI Team**

Identify the school-based RtI Leadership Team.

All seven KCA faculty members comprise the RtI Leadership Team.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

RtI team works through weekly case management meetings on Thursday afternoon. This team will implement strategies for student success. Academic and counseling coaching is on-going.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Team will establish clear goals and objectives to meet student needs. The team will be analyzing school-wide MBA and other relevant data. In addition, the team will be responsible for organizing, developing, and monitoring the tier 1, 2 and 3 services.

- Academic Coach will be the RtI Chair and will oversee the implementation of RtI
- Counselor Facilitator will take the lead in developing counseling strategies
- Tier 1/2/3 Case Managers have specific students assigned to them and coordinate RtI discussion and activities for those specific students
- Time Keeper manages the time

### RtI Implementation

Describe the data management system used to summarize tiered data.

Snapshot data management system is utilized to organize FCAT data. Progress monitoring is accomplished through the use of formative data including MBA, FAIR, mini assessments, BlueRidge Academy course management system, Ed Options Virtual Instruction and available informal assessments.

Describe the plan to train staff on RtI.

The RtI Coach will be available to KCA staff on a limited basis. On-line RtI resources and professional development modules will be accessed. District RtI Sharepoint resources will be employed regularly. In addition, KCA staff attends relevant RtI Training as available at local school sites (KWHS, HOB, GAS).

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

2009 Keys Center Academy Reading FCAT Data:

- 9th grade

Words/Phrases 69.4%; Main Idea 75%; Compare/Contrast 81.2%; Reference & Research 55.5%

- 10th grade

Words/Phrases 38.9%; Main Idea 57.2%; Compare/Contrast 55.9%; Reference & Research 47.4%

2009 Keys Center Academy Math FCAT Data:

- 9th grade

Number Sense 31.2%; Measurement 42.9%; Geometry 61.4%; Algebraic Thinking 42.5%; Data Analysis 62.5%

- 10th grade

Number Sense 44.5%; Measurement 41.4%; Geometry 23.5%; Algebraic Thinking 38.8%; Data

Analysis 38.2%

2009 Keys Center Academy FCAT Writing Data:

- 100% received 3.0 or higher, 80% received 3.5 or higher

### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Teachers work collaboratively and coordinate activities in the various subject areas ordered around identified academic benchmarks. Available student baseline data will be used to construct an instructional focus calendar. District pacing guides will be utilized as a basis for organizing instruction.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Trend data is not available for this school site. Available data utilized for this section is the data currently in Snapshot: FCAT results in clusters:

1. 9th Grade Math: Number Sense, Measurement & Algebraic Thinking
2. 10th Grade Math: Number Sense, Measurement, Geometry, Algebraic Thinking & Data Analysis
3. 9th Grade Reading: Reference and Research
4. 10th Grade Reading: Words/Phrases & Reference and Research

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Every KCA student has an individual graduation plan developed and has identified their credit status for each course required for graduation. Weekly meetings are held with student/counselor/teacher teams to write weekly academic goals, monitor progress on goals and update their graduation plan.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Every student participates in a research class and completes quarterly integrated research projects.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students complete an ePEP, participate in activities on FACTS.org and have frequent guest speakers as well as regular community role model visitors to the program. Student course selections are facilitated on an individual basis according to their graduation plan and are monitored weekly.

DO

**Direct the Instructional Focus**

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

KCA offers the benefit of small group direct instruction enhanced by use of on-line resources to individualize assignments. With a small student population, several grade levels of a specific subject are often taught simultaneously and instructional delivery is aligned across subject areas through common planning among colleagues.

How are instructional focus lessons developed and delivered?

Each teacher utilizes the relevant FCAT strands in their planning. Instructional focus lesson plans are developed from these identified strands. Ideas are shared and created by collaborative brainstorming in staff meetings and common teacher planning time. The Academic Coach works individually with teachers to ensure that lessons are individualized to meet student needs and carries out frequent informal classroom walk-throughs to assure the fidelity of that practice.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored according to the results of informal and formal assessments. Progress monitoring will utilize FAIR data, MBA data and available mini assessment data to review academic success and to modify lessons and differentiate instruction as needed.

CHECK

**Assessment**

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Monroe Benchmark Assessment MBA  
FAIR  
FCAT Explorer  
Teacher-made assessments  
Mini-assessments  
"Stop Drop & Write" prompts

How are assessments used to identify students reaching mastery and those not reaching mastery?



Use available assessment results and management tools to identify areas of remediation to be addressed. Specifically, MBA Item Analysis will be used to guide instruction in the classroom.

### **Maintenance**

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

District Pacing Guides are used as a general course and specific identified Benchmarks are incorporated into the IFC. Since the population is less than 25 students at this facility, the IFC will cover tested Benchmarks in Reading/Math/Science/Writing across the grade levels.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Keys Center Academy has an established practice of conducting weekly meetings to specifically address students' academic progress in each class. Through this practice, the staff is effectively exercising continuous progress monitoring. Weekly academic goals are set and reviewed.

### **Monitoring**

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

On-site leadership (Academic Coach) completes informal walk-throughs daily. The Academic Coach frequently models effective lessons and processes strategies during teacher conferences following these lessons. In addition, the Academic Coach problem solves with the teachers and provides them with access to relevant resources.

### **ACT**

#### **Supplemental and Intensive Instruction/Interventions**

Identify the core, supplemental, and intensive instruction and interventions.

KCA provides and utilizes the district-approved materials for all core subject areas. Small class size provides the opportunity for differentiated instruction. Before/after-school tutoring program is available to all students and is encouraged. Double-reading block is provided for students who meet the criteria. Three of the five instructional staff have been trained in CRISS Strategies and implement them in the classrooms.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources, including Read 180, Edge, FCAT Math skill books/reference sheets and on-line sources are

utilized in the classroom to facilitate remediation of non-mastered areas. FCAT Explorer and FOCUS are employed to remediate specific skills.

How does the school identify staff's professional development needs to improve their instructional strategies?

Weekly staff meetings serve as problem-solving sessions and many PD needs are addressed while other needs are identified for further investigation. The Academic Coach accesses on-line PD resources as well as other available resources. Since the staff is so small, PD opportunities at other schools in the area and through the district are maximized.

Which students will be targeted for supplemental and intensive instruction/interventions?

Due to the unique nature of our identified student population, the practice is to target all students for supplemental and intensive instruction/interventions.

How will the effectiveness of the interventions be measured throughout the year?

Progress monitoring is continuous and determination of intervention effectiveness is on-going as a result of the instructional practices currently in place.

### Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Keys Center Academy is located on the local community college campus (FKCC) and many opportunities for enrichment and acceleration are readily available through dual enrollment classes. Florida Virtual School offers additional opportunity.

Describe how students are identified for enrichment strategies.

Each student develops a Graduation Plan and meets regularly to review that plan. Both core courses and electives are identified and student choice is facilitated. Students interested in dual enrollment or FLVS courses are notified of enrollment periods and sign-up is facilitated by KCA staff.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
New & Beginning Teachers	Rebecca Provost	Monthly	Third Thursday of the Month	Differentiating Instruction

### NCLB Public School Choice

Note: For Title I schools only

Notification of (School in Need of Improvement) SINI Status

**No Attached Notification of (School in Need of Improvement) SINI Status**

Public School Choice with Transportation (CWT) Notification

**No Attached Public School Choice with Transportation (CWT) Notification**

Notification of (School in Need of Improvement) SINI Status

**No Attached Supplemental Educational Services (SES) Notification**

### Pre-School Transition

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### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Not Available
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## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In SY 2009, 24% of all FCAT-tested students scored level 3 or above in Reading.			34% of all Reading FCAT-tested students will score level 3 or higher in SY 2010	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide differentiated instruction as described in SIP and employ extended school day tutoring and FCAT focus groups	Layne Goldman	On-going progress monitoring and CWTs	MBA Test, FCAT results, FAIR, Mini-assessments

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Differentiated Instruction in Reading	Layne Goldman	On-going throughout the year	CWTs	Layne Goldman

#### For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Instructional staff plans collaboratively and infuses reading instruction in every class.

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Reading** Goal

## Mathematics Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In SY 2009, 40% of all FCAT-tested students scored level 3 or above in Math.			50% of all Math FCAT-tested students will score level 3 or higher in SY 2010	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide differentiated	Layne Goldman	On-going progress	MBA Test, FCAT

instruction as described in SIP and employ extended school day tutoring and FCAT focus groups		monitoring and CWTs	results, Mini-assessments
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**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Differentiated Instruction	Michael Wirsching	On-going SY 0910	MBA testing results and collaboration & observation with other instructional staff	Layne Goldman

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Mathematics** Goal**Science Goal**

<b>Needs Assessment:</b>	Based on School Grade Data:
	Did the total percent proficient increase or was the percent proficient maintained?
	What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Note: SY 09 only one student took the FCAT Science Test however, all Science courses taught in SY 09 had minimal access to lab resources.			SY 2010 lab resources will be readily available and will include both hands-on and virtual materials.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Support from KWHS and district Science Coordinator, research sources on-line which support lab activities geared toward student learning styles	Cathy Sembert	Teacher lesson plans, CWTs	Mini assessments

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Science	Cathy Sembert	Year-long	CWTs	Layne Goldman

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
		<b>Available</b>

Description of Resources	Funding Source	Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Science** Goal

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In SY 2009, 80% of FCAT-tested students scored 3.5 and above on Writing			85% of all Writing FCAT-tested students will score level 3.5 or higher in SY 2010	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	"Stop Drop & Write" activity weekly,	Cathy Sembert	Review strengths & weaknesses with individual students	Writing Rubric

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1	Writing	Cathy Sembert	Spring 2010	FCAT Writes Test	Layne Goldman

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount



No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Science Goal*

## Parent Involvement Goal

<b>Needs Assessment:</b>	Based on information from School Grade and Adequate Yearly Progress Data:  Were parent involvement activities and strategies targeted to areas of academic need?  Based on information from surveys, evaluations, agendas, or sign-ins:  Was the percent of parent participation in school activities maintained or increased from the prior year?  Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In SY 2009, parents participated in the initial interview process before program enrollment.			In SY 2010, in addition to the initial interview contact, every parent will be expected to participate in two parent-staff conferences over the course of the school year	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Invite parents to progress monitoring conferences, invite participation in a school awards ceremony each semester	Heather Jennings	Parent sign-in sheets	Review sign-in documentation and counselors' logs

### Professional Development Aligned with Objective:

					<b>Person</b>
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Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Responsible for Monitoring
1	Parent Involvement	Heather Jennings & Layne Goldman	End of SY	Documentation of parent involvement	Heather Jennings

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Parent Involvement** Goal

## Other Goals

## Counseling Services Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In SY 2009, the counselor-to-student ratio was 1:20, weekly group counseling were held however individual counseling needs were not always fully met due to time constraints. Risk factors were reduced for 90% of the students.		In SY 2010, the counselor-to-student ratio will be 1:15 (program model), weekly groups as well as adequate individual sessions will be held. Risk factors will be significantly reduced for 90% of the students.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Individual maximum caseload of 15 will be maintained, risk factors (as researched by the National Dropout Prevention Center) will be tracked throughout the SY	Heather Jennings	Analysis of counseling documentation and student outcomes	Rating scale of researched risk factors documented both at the beginning and at the end of the SY

## Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

## Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>
<i>End of Counseling Services Goal</i>		

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
<b>Technology</b>			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
			<b>Final Total: \$0.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Intervene   
 ☐ Correct II   
 ☒ Prevent II   
 ☐ Correct I   
 ☐ Prevent I   
 ☒ NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount

No data submitted

**Describe the Activities of the School Advisory Council for the Upcoming Year**

Keys Center SAC will be involved with cooperative decision-making regarding the A+ plan for the per pupil funding and other key issues. KCA SAC will be updated on school calendar and activities, scholarship acquisition, student success strategies and opportunities for parent participation.

**SAC Members**

**Members**

- 1) Lucy Paige, SAC Chair
- 2) Ariana Vargas, Student
- 3) Nicole Baron, Student
- 4) Diana Reagan, Teacher
- 5) Kenneth Nichols, Parent
- 6) Gloria Williams, Parent
- 7) Kenya Moreland, Parent
- 8) Dr. Randy Charles, Community Member
- 9) Carol Eisenman, School Support Personnel
- 10) Layne Goldman, Assistant Principal

## AYP DATA

No Data Found  
No Data Found  
No Data Found

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found

# Attachment Q



## **Bibliography**

**Florida Department of Juvenile Justice; Delinquency in Florida's Schools, A Five-Year Study, November 2009**

**<http://schoolschedulingassociates.com/canady/CrimeDoesn'tPay.pdf>**

# CRIME Doesn't Pay, but DIPLOMAS Do!

Every year approximately 1.3 million students – **THAT's 7,000 every school day** – do not graduate from high school as scheduled.

About 75 percent of America's state prison inmates, almost 59 percent of federal inmates, and 69 percent of jail inmates did not complete high school. (Note: In most Southern states these percentages are higher.) Dropouts are more than eight times as likely to be in jail or prison as high school graduates. ([www.silentepidemic.org](http://www.silentepidemic.org), 2008). A male high school graduate with a D average is fourteen times more likely to become incarcerated than a graduate with an A average (Arum & Beattie, 1999).

About 47 percent of drug offenders do not have a high school diploma or GED (Harlow, 2003).

Dropouts from the class of 2004, alone, will cost the nation more than \$325 billion in lost wages, taxes, and productivity over their lifetimes (Rouse, 2005).

The difference in lifetime earnings between a person with a high school diploma and a person without a diploma is estimated to be at least \$260,000 (Rouse, 2005), and about one million less than a college graduate (Doland, 2001).

“...a 2005 study by the University of Michigan Institute for Social Research...found that households headed by a high school graduate accumulated 10 times more in assets than those headed by high school dropouts” (*Alliance for Excellent Education*, February 2007). The

research brief is online at

<http://www.all4ed.org/publications/hiddenbenefits.pdf>

“The high school diploma is the bare minimum credential necessary to have a fighting chance...in the workforce” (*ASCD Brief*, 2007).

The U. S. spent almost \$50 billion in incarceration costs in 2004 (Bureau of Justice Statistics, 2005).

The U. S. spends an average of \$9,644 a year to educate a student (National Center for Education Statistics, 2004).

The average cost per inmate is approximately \$25,000. In some states the cost is over \$30,000 per prisoner per year.

State prison inmates without a high school diploma and those with a GED were more likely to be repeat offenders than those with a diploma (Harlow, 2003).

Of white males who graduated from college, only 1 percent were incarcerated in 2000 (Raphael, 2004). Of black males who graduated from high school and went on to attend some college, only 5 percent were incarcerated in 2000 (Raphael, 2004).

Ninth grade retention is the biggest risk factor for dropping out of high school.

There is evidence that a large percentage of dropouts academically could successfully complete their high school studies (see “The Silent Epidemic” report funded by Bill Gates). “...surprisingly, gifted students drop out at the same rates as non-gifted kids – about 5% of both populations leave school early in life. Later in life, according to the scholarly *Handbook of Gifted Education*, up to one-fifth of dropouts test in the gifted range” (Cloud, 2007).

Students who enter Grade 9 two or more years behind grade level in math and literacy have only a 50/50 chance of on-time promotion to Grade 10.

A one year increase in average education levels would reduce arrest rates by 11 percent. About 23 percent of the difference in incarceration rates between black and whites would be eliminated by raising the average education levels of blacks to the same level as that of whites (Lochner & Moretti, 2001).

“If all students in the class of 2006 had graduated on time, the nation’s economy would have gained an additional \$309 billion in income over their lifetimes, concludes a report by the Washington-based Alliance for Excellent Education. According to the U. S. Census Bureau, high school graduates in 2004 earned almost \$10,000 more than those who did not graduate from high school. Also, dropouts are more likely to be unemployed, go to prison, and seek government assistance – all factors that drain the economy” (*Education Week*, 2007). “The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools” is online at <http://www.all4ed.org/files/HighCost.pdf>

“Increasing the number of high school graduates could reap big economic benefits for the United States, a policy brief by the Alliance for Excellent Education says. The nation could save \$17.1 billion in lifetime health costs if every student in the class of 2006 graduated from high school, according to the brief. Health-care costs are highest for those with the least education, so the brief calculated savings by looking at lifetime Medicaid costs and health expenditures for those without insurance and the number of students who drop out of high school” (*Education Week*, 2006). From “Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment, available online at <http://www.all4ed.org/files/HandW.pdf>

A ten percent increase in the male graduation rate would reduce murder and assault arrest rates by about 20 percent, motor vehicle theft by 13 percent, and arson by 8 percent (Moretti, 2005).

A one percent increase in high school graduation rates would save approximately \$1.4 billion in costs associated with incarceration costs, or about \$2,100 for each male high school graduate (Lochner & Moretti, 2001).

Canady, November, 2008 – Crime vs. Diplomas!

### **Dropout References**

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- Also see *Ending the Silent Epidemic; The Silent Epidemic – The 10-Point Plan; Resources for Educators; Resources for Policymakers*

### **Other Resources:**

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# DELINQUENCY IN FLORIDA'S SCHOOLS: A FIVE-YEAR STUDY

## SCHOOL REFERRALS BY COUNTY

During FY2008-09, school-related referrals accounted for an average of 15% of all delinquency referrals handled by the Department of Juvenile Justice. For the fifth year in a row, Hillsborough County, while not the largest school district, recorded the highest actual number of school-related referrals (1,765), although this represents a 25% reduction from figures reported during FY2004-05 (2,346).

Delinquency Referrals by Type and County (Fiscal Year 2008-09) <sup>1</sup>									
County	School-Related <sup>2</sup>	Not School-Related <sup>3</sup>	Total <sup>4</sup>	% School-Related	County	School-Related <sup>1</sup>	Not School-Related <sup>2</sup>	Total <sup>3</sup>	% School-Related
ALACHUA	388	1,841	2,229	17%	LAKE	306	1,723	2,029	15%
BAKER	65	116	181	36%	LEE	390	3,510	3,900	10%
BAY	180	1,256	1,436	13%	LEON	462	1,585	2,047	23%
BRADFORD	24	180	204	12%	LEVY	71	220	291	24%
BREVARD	479	3,647	4,126	12%	LIBERTY	1	23	24	4%
BROWARD	1,500	10,678	12,178	12%	MADISON	24	95	119	20%
CALHOUN	5	71	76	7%	MANATEE	511	2,462	2,973	17%
CHARLOTTE	161	817	978	16%	MARION	484	1,769	2,253	21%
CITRUS	105	552	657	16%	MARTIN	207	847	1,054	20%
CLAY	161	1,139	1,300	12%	MONROE	84	432	516	16%
COLLIER	343	1,519	1,862	18%	NASSAU	29	407	436	7%
COLUMBIA	123	420	543	23%	OKALOOSA	183	1,279	1,462	13%
DADE	1,476	10,599	12,075	12%	OKEECHOBEE	43	296	339	13%
DESOTO	12	263	275	4%	ORANGE	1,425	10,101	11,526	12%
DIXIE	4	57	61	7%	OSCEOLA	344	2,435	2,779	12%
DUVAL	1,079	6,065	7,144	15%	PALM BEACH	753	6,514	7,267	10%
ESCAMBIA	752	2,414	3,166	24%	PASCO	323	2,054	2,377	14%
FLAGLER	128	598	726	18%	PINELLAS	1,093	6,347	7,440	15%
FRANKLIN	7	76	83	8%	POLK	1,021	5,215	6,236	16%
GADSDEN	79	361	440	18%	PUTNAM	153	651	804	19%
GILCHRIST	16	75	91	18%	ST. JOHNS	192	893	1,085	18%
GLADES	5	32	37	14%	ST. LUCIE	649	1,896	2,545	26%
GULF	14	70	84	17%	SANTA ROSA	117	734	851	14%
HAMILTON	61	101	162	38%	SARASOTA	265	1,646	1,911	14%
HARDEE	18	195	213	8%	SEMINOLE	377	3,085	3,462	11%
HENDRY	117	330	447	26%	SUMTER	63	254	317	20%
HERNANDO	127	687	814	16%	SUWANNEE	87	246	333	26%
HIGHLANDS	162	753	915	18%	TAYLOR	9	169	178	5%
HILLSBOROUGH	1,765	9,361	11,126	16%	UNION	13	63	76	17%
HOLMES	10	57	67	15%	VOLUSIA	738	3,835	4,573	16%
INDIAN RIVER	141	709	850	17%	WAKULLA	24	159	183	13%
JACKSON	91	187	278	33%	WALTON	36	191	227	16%
JEFFERSON	18	68	86	21%	WASHINGTON	40	107	147	27%
LAFAYETTE	1	10	11	9%	OTHER	89	1,602	1,691	5%
TOTAL						20,223	118,149	138,372	15%

<sup>1</sup> Source: Florida Department of Juvenile Justice (DJJ), Juvenile Justice Information System (JJIS)

<sup>2</sup> Number of delinquency referrals received by DJJ that were identified as "school-related."

<sup>3</sup> Number of delinquency referrals received by DJJ that were not identified as "school-related."

<sup>4</sup> Total number of delinquency referrals received by DJJ during fiscal year 2008-09.



# DELINQUENCY IN FLORIDA'S SCHOOLS: A FIVE-YEAR STUDY

## SCHOOL REFERRAL RATES BY COUNTY

During FY2008-09, there was an average of 15 school-related delinquency referrals to the Department of Juvenile Justice for every 1,000 students. Hamilton and Jefferson counties experienced the highest rates of school-related referrals (66 and 37 for every 1,000 students, respectively). Liberty County reported the lowest rate of school-related referrals. The following table presents school referral rates by county for FY2008-09.

School Referral Rates by County from Highest to Lowest (Delinquency Referrals) Fiscal Year 2008-09							
County	Student Population <sup>1</sup>	School Referrals <sup>2</sup>	Rate <sup>3</sup>	County	Student Population <sup>1</sup>	School Referrals <sup>2</sup>	Rate <sup>3</sup>
HAMILTON	923	61	66	BAY	13,280	180	14
JEFFERSON	493	18	37	OSCEOLA	27,898	344	12
ESCAMBIA	21,084	752	36	BREVARD	39,103	479	12
HENDRY	3,600	117	33	GULF	1,151	14	12
ST. LUCIE	20,423	649	32	ST. JOHNS	15,794	192	12
SUWANNEE	2,972	87	29	FRANKLIN	581	7	12
GADSDEN	2,763	79	29	SARASOTA	22,149	265	12
LEON	16,271	462	28	CITRUS	8,873	105	12
PUTNAM	5,548	153	28	OKEECHOBEE	3,642	43	12
ALACHUA	14,628	388	27	GILCHRIST	1,369	16	12
BAKER	2,458	65	26	OKALOOSA	15,939	183	11
HIGHLANDS	6,308	162	26	UNION	1,177	13	11
JACKSON	3,601	91	25	BROWARD	137,548	1,500	11
COLUMBIA	4,926	123	25	SEMINOLE	36,263	377	10
MANATEE	21,544	511	24	HERNANDO	12,223	127	10
LEVY	3,123	71	23	WALTON	3,569	36	10
MARION	21,596	484	22	LEE	40,427	390	10
WASHINGTON	1,834	40	22	WAKULLA	2,489	24	10
POLK	47,192	1,021	22	PASCO	35,134	323	9
VOLUSIA	34,202	738	22	SANTA ROSA	13,796	117	8
MARTIN	9,916	207	21	GLADES	597	5	8
MONROE	4,404	84	19	PALM BEACH	91,472	753	8
PINELLAS	58,219	1,093	19	CLAY	19,649	161	8
FLAGLER	6,907	128	19	DADE	182,196	1,476	8
HILLSBOROUGH	98,761	1,765	18	HARDEE	2,459	18	7
DUVAL	60,859	1,079	18	TAYLOR	1,456	9	6
MADISON	1,404	24	17	HOLMES	1,772	10	6
CHARLOTTE	10,047	161	16	NASSAU	5,980	29	5
SUMTER	3,939	63	16	DESOTO	2,480	12	5
ORANGE	89,601	1,425	16	CALHOUN	1,084	5	5
COLLIER	22,010	343	16	DIXIE	976	4	4
INDIAN RIVER	9,470	141	15	LAFAYETTE	521	1	2
LAKE	21,047	306	15	LIBERTY	724	1	1
BRADFORD	1,678	24	14	OTHER	N/A	89	N/A
TOTAL					1,377,522	20,223	15

<sup>1</sup> Source: Florida Department of Education (DOE), 2008-09 Survey 2 Data. Public school students in grades 6-12 during the 2008-09 school year.

<sup>2</sup> Source: Florida Department of Juvenile Justice (DJJ), Juvenile Justice Information System (JJIS).

<sup>3</sup> Number of school related referrals for every 1,000 students  $([\text{School Referrals}/\text{Student Population}] \times 1,000)$ .

## SCHOOL REFERRAL RATES RELATIVE TO STUDENT POPULATION

For the purpose of this analysis, a school district is considered to have a low to average referral rate if its rate is less than or equal to the statewide average (15 referrals for every 1,000 students). School districts with a referral rate higher than 15 for every 1,000 students are considered to have a high referral rate. A review of Florida's school referral rates relative to student populations for FY2008-09 revealed the following:

### School Referral Rates by School District Size

District Size	Low Rates	High Rates
Small District	54%	46%
Medium District	53%	47%
Large District	54%	46%

School Referral Rates Relative to Student Populations Fiscal Year 2008-09					
Small School Districts <sup>1</sup>		Medium School Districts <sup>2</sup>		Large School Districts <sup>3</sup>	
Referral Rate		Referral Rate		Referral Rate	
Low - Average <sup>4</sup>	High <sup>5</sup>	Low - Average <sup>4</sup>	High <sup>5</sup>	Low - Average <sup>4</sup>	High <sup>5</sup>
Indian River	Hamilton	Lake	Escambia	Brevard	Polk
Bradford	Jefferson	Bay	St. Lucie	Broward	Volusia
Gulf	Hendry	Osceola	Leon	Seminole	Pinellas
Franklin	Suwannee	St. Johns	Alachua	Lee	Hillsborough
Citrus	Gadsden	Sarasota	Manatee	Pasco	Duval
Okeechobee	Putnam	Okaloosa	Marion	Palm Beach	Orange
Gilchrist	Baker	Hernando	Charlotte	Dade	
Union	Highlands	Santa Rosa	Collier		
Walton	Jackson	Clay			
Wakulla	Columbia				
Glades	Levy				
Hardee	Washington				
Taylor	Martin				
Holmes	Monroe				
Nassau	Flagler				
Desoto	Madison				
Calhoun	Sumpter				
Dixie					
Lafayette					
Liberty					

<sup>1</sup> Districts with 10,000 or less middle & high school students

<sup>2</sup> Districts with 10,001 - 29,999 middle & high school students

<sup>3</sup> Districts with 30,000 or more middle & high school students

<sup>4</sup> Districts whose referral rate was less than or equal to 15 for every 1,000 students

<sup>5</sup> Districts whose referral rate was 16 or more for every 1,000 students

Sources: Student Population Data are derived from Florida Department of Education (DOE), 2008-09 Survey 2 Data; Population of public school students in grades 6-12 during the 2008-09 school year. School-Related delinquency referral data are derived from the Florida Department of Juvenile Justice (DJJ), Juvenile Justice Information System (JJIS).

## TYPES OF DELINQUENCY IN SCHOOLS (Continued)

During FY2008-09, misdemeanors (69%) were the most common type of offense referred to the Department. However, there are notable differences between counties with the percentage of misdemeanor referrals ranging from 100% to 40%. Of the large school districts, Dade reported the lowest percentage of misdemeanor referrals (55%) and Hillsborough reported the highest percentage (74%). The table below presents school referrals by offense category and county.

School Referrals by Type and County Fiscal Year 2008-09									
County	Misd. Offenses <sup>1</sup>	Felony Offenses	% Misd	% Felony	County	Misd. Offenses <sup>1</sup>	Felony Offenses	% Misd	% Felony
ALACHUA	282	105	73%	27%	LAKE	185	121	60%	40%
BAKER	47	18	72%	28%	LEE	269	120	69%	31%
BAY	148	30	83%	17%	LEON	366	94	80%	20%
BRADFORD	11	13	46%	54%	LEVY	41	30	58%	42%
BREVARD	317	159	67%	33%	LIBERTY	1	0	100%	0%
BROWARD	935	560	63%	37%	MADISON	14	10	58%	42%
CALHOUN	3	2	60%	40%	MANATEE	360	148	71%	29%
CHARLOTTE	132	28	83%	18%	MARION	404	78	84%	16%
CITRUS	76	29	72%	28%	MARTIN	152	54	74%	26%
CLAY	107	54	66%	34%	MONROE	64	19	77%	23%
COLLIER	267	75	78%	22%	NASSAU	19	10	66%	34%
COLUMBIA	106	17	86%	14%	OKALOOSA	150	33	82%	18%
DADE	812	660	55%	45%	OKEECHOBEE	35	8	81%	19%
DESOTO	7	5	58%	42%	ORANGE	840	579	59%	41%
DIXIE	3	1	75%	25%	OSCEOLA	196	148	57%	43%
DUVAL	645	432	60%	40%	PALM BEACH	469	281	63%	37%
ESCAMBIA	620	132	82%	18%	PASCO	225	98	70%	30%
FLAGLER	86	42	67%	33%	PINELLAS	785	305	72%	28%
FRANKLIN	5	2	71%	29%	POLK	723	292	71%	29%
GADSDEN	49	28	64%	36%	PUTNAM	98	55	64%	36%
GILCHRIST	9	6	60%	40%	ST. JOHNS	135	56	71%	29%
GLADES	3	2	60%	40%	ST. LUCIE	493	152	76%	24%
GULF	12	2	86%	14%	SANTA ROSA	85	32	73%	27%
HAMILTON	48	13	79%	21%	SARASOTA	184	80	70%	30%
HARDEE	10	8	56%	44%	SEMINOLE	246	128	66%	34%
HENDRY	101	16	86%	14%	SUMTER	51	12	81%	19%
HERNANDO	94	33	74%	26%	SUWANNEE	55	32	63%	37%
HIGHLANDS	107	55	66%	34%	TAYLOR	3	6	33%	67%
HILLSBOROUGH	1,307	456	74%	26%	UNION	8	5	62%	38%
HOLMES	8	2	80%	20%	VOLUSIA	485	248	66%	34%
INDIAN RIVER	113	28	80%	20%	WAKULLA	18	6	75%	25%
JACKSON	68	23	75%	25%	WALTON	30	6	83%	17%
JEFFERSON	12	6	67%	33%	WASHINGTON	33	7	83%	18%
LAFAYETTE	1	0	100%	0%	OTHER	60	29	67%	33%
					TOTAL	13,833	6,324	69%	31%

<sup>1</sup> Number of misdemeanor delinquency referrals received by DJJ that were identified as "school-related."

## SCHOOL OFFENSES AS GATEWAYS TO THE JUVENILE JUSTICE SYSTEM

A school offense was the gateway to the juvenile justice system for 10,508 youth (58% of all youth referred for a school offense) during FY2008-09. However, there are notable differences between counties with the percentage of first-time offenders ranging from 100% to 18%. Of the large school districts, Palm Beach reported the lowest percentage of first-time offenders (41%) and Lee reported the highest percentage (65%).

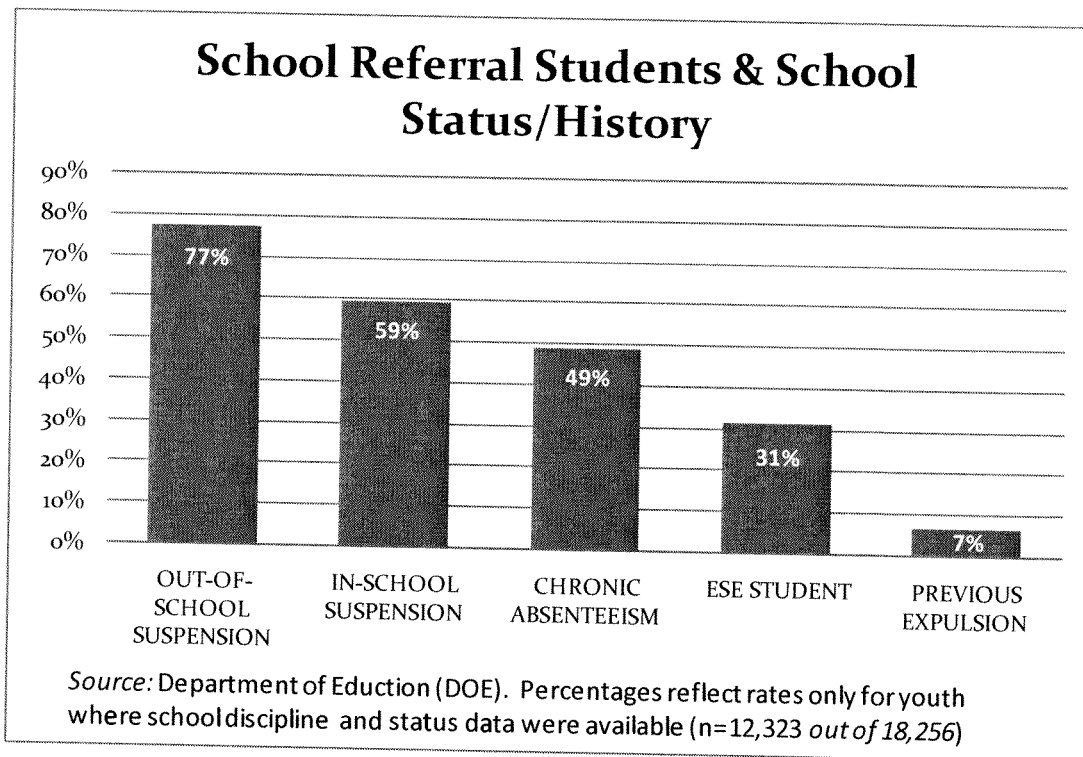
School Related Referrals for First Time Offenders by County Fiscal Year 2008-09							
County	School-Related Youth <sup>1</sup>	First Referral <sup>2</sup>	% First Referral	County	School-Related Youth <sup>1</sup>	First Referral <sup>2</sup>	% First Referral
ALACHUA	342	166	49%	LAKE	280	176	63%
BAKER	63	45	71%	LEE	378	247	65%
BAY	158	87	55%	LEON	395	222	56%
BRADFORD	23	10	43%	LEVY	66	35	53%
BREVARD	450	269	60%	LIBERTY	1	1	100%
BROWARD	1,370	807	59%	MADISON	22	9	41%
CALHOUN	5	4	80%	MANATEE	463	268	58%
CHARLOTTE	152	94	62%	MARION	433	283	65%
CITRUS	99	64	65%	MARTIN	181	115	64%
CLAY	153	94	61%	MONROE	80	54	68%
COLLIER	313	181	58%	NASSAU	28	21	75%
COLUMBIA	102	68	67%	OKALOOSA	167	99	59%
DADE	1,365	819	60%	OKEECHOBEE	43	28	65%
DESOTO	11	5	45%	ORANGE	1,285	749	58%
DIXIE	4	3	75%	OSCEOLA	325	194	60%
DUVAL	999	612	61%	PALM BEACH	651	266	41%
ESCAMBIA	655	430	66%	PASCO	298	171	57%
FLAGLER	115	74	64%	PINELLAS	946	391	41%
FRANKLIN	7	4	57%	POLK	903	460	51%
GADSDEN	71	41	58%	PUTNAM	120	52	43%
GILCHRIST	15	6	40%	ST. JOHNS	175	97	55%
GLADES	5	3	60%	ST. LUCIE	538	303	56%
GULF	13	6	46%	SANTA ROSA	108	65	60%
HAMILTON	53	33	62%	SARASOTA	235	131	56%
HARDEE	17	3	18%	SEMINOLE	343	209	61%
HENDRY	109	83	76%	SUMTER	58	42	72%
HERNANDO	118	66	56%	SUWANNEE	79	47	59%
HIGHLANDS	136	77	57%	TAYLOR	9	3	33%
HILLSBOROUGH	1,649	1,007	61%	UNION	11	8	73%
HOLMES	10	7	70%	VOLUSIA	668	373	56%
INDIAN RIVER	131	70	53%	WAKULLA	22	14	64%
JACKSON	71	47	66%	WALTON	32	20	63%
JEFFERSON	14	3	21%	WASHINGTON	37	20	54%
LAFAYETTE	1	0	0%	OTHER	77	47	61%
TOTAL					18,256	10,508	58%

<sup>1</sup> Unduplicated number of youth received by DJJ with at least one school based delinquency referral.

<sup>2</sup> Unduplicated number of youth received by DJJ whose school-based offense was their first delinquency referral.

## STUDENT STATUS AND SCHOOL REFERRALS<sup>2</sup>

Analysts from the Department of Juvenile Justice (DJJ) and the Department of Education (DOE) examined 18,256 youth who received a school-related referral during FY2008-09 to determine the extent to which certain behaviors or statuses affect delinquency in schools. DOE analysts were able to match 12,323 of these youth to education status and discipline records. The results indicated that, for the youth where this information was available, a large percentage of youth who received a school-related delinquency referral had a prior history of truancy or suspension. Smaller proportions of these youth were identified in an Exceptional Student Education (ESE) status or were previously expelled from school. Specifically:



<sup>2</sup> In the 2007-08 Delinquency in Schools report, the Department reported student status and discipline rates (percentages) based on the total number of youth who received a school-related delinquency referral. Department of Education (DOE) analysts are not able to match all DJJ youth to student records because of missing social security numbers or other data issues. For 2008-09, DJJ presents student discipline and status rates only for the youth where data between the two agencies was available. The resulting percentages are higher than what has been reported previously; however, we believe this is a more accurate way of reflecting results. This only affects information in the "Student Status" section of this report.

# Attachment R

## **Keys Center Academy Student Speaks to Local Elks Lodge**



Hello, Ms. Reagan asked me to come tonight and speak with you about the Keys Center Academy, and why I decided to attend the Keys Center Program. I'm here for a couple of reasons. I was going through a tough time and I couldn't find my way out. One day I just lost my mind and attempted suicide. I got sent to Miami Children's Hospital to get help. I just wanted to get out so I lied and said that everything was okay ....but it really wasn't. That was my second time going to the hospital and I didn't learn my lesson. When I got back I put my fake mask on to fool everyone. That's when things got worse. I went from an A and B student to a D and F student. I would skip school every single day and lie to my parents. I wouldn't do my work. I got into bad habits and just blew off school and said I didn't want to learn. I was negative and really didn't care about an education.

After about a month of this I just couldn't keep that act up. I regretted everything and just wanted to turn my life around. I stopped my bad habits and skipping school but that wasn't enough. I needed more help and support. I heard about the Keys Center Academy. I applied and hoped to get in. Days later I got a call and was told me I got accepted. That was the best news I had in a really long time.

I still remember my first day. I was so excited but at the same time scared. But then the counselor introduced me to the other girls and that bad feeling went away. I was so shy and quiet. One of the girl was all energetic and friendly and tried to make me feel part of their group by letting me help them decorate their big bag. Being around these girls who let me know that I was invited to be part of their group made me so happy. At the end of that first day I knew I was going to change my life back around, make good choices and be filled with truthful friends.

Being at the Keys Center Academy, helped me gain my faith back and now I know what I want in life. I want a good education, to get my high school diploma, go to college and to have a great job! I'm no longer the lost duckling wondering off and making bad choices. I have gotten my low grades up to A's and I am doing much better in school. I have accomplished so much while being here and I still have more to accomplish. I knew it wasn't going to be easy and I was right, but I am back on the right track. I would never have progressed so much without the help of the teachers and all the other girls. These girls had their own things going on but made time to help me.

I was the youngest one at the Keys Center last year and saw them all as big sisters. The staff members gave me good advice when I was in sticky situations, I'm very grateful to be surrounded by these caring people who give of their time to help us succeed.

I'm back at KCA this year and hoping to graduate. Then go to a four year university and then go to medical school to become a psychiatrist.



Keys Center Academy: 20 April 2011  
5901 College Rd  
Key West, FL 33040

ATTN: Ms Diana Reagan, Director & Staff  
Dear Ms Reagan and Staff:

I have been working in public schools with non-responsive students for over forty years. After spending two days each week counselling girls at KCA. I have been very aware of your teaching skills, policies, counselling capability and school spirit and I am extraordinarily impressed.

So many girls have related to me their experiences at Keys Center Academy — "This school has saved my life", "best math teacher anywhere", "great counselling with

Heather, "wonderful focus on the individual", "the most caring leadership" — it goes on and on.

I can't tell you how impressed I am with your truly wonderful school! It inspires me to be better at what I do.

Sincerely,

Edward Pitts, Ph.D.  
Director Monroe County  
Education Fnd.  
Take Stock in Children

P.S. Lane Goldman is a gift to children